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BULLETIN  
OF  
THE AMERICAN ASSOCIATION  
OF UNIVERSITY PROFESSORS

MILITARY TRAINING  
LIBERAL ARTS COLLEGE MOVEMENT  
OBERLIN HONOR SYSTEM  
INDEX

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## NOTES AND ANNOUNCEMENTS

### ANNUAL MEETING

The seventeenth Annual Meeting is to be held in connection with the American Association for the Advancement of Science at Cleveland, Ohio.

*Headquarters and Registration* at the Statler Hotel.

*Reduced Railroad Rates.* Members should purchase first-class, one-way tickets to Cleveland, Ohio, securing from the railway agent for each ticket purchased a "certificate for the Convention of the American Association for the Advancement of Science and Associated Societies." It will be necessary for the holder of a railway certificate to register at the convention upon arrival and to call later for his validated certificate. A registration fee of 50 cents is to be paid by each person registering. It is requested that all persons register, whether as delegates, members, or guests.

*Railroad Certificates* should be left promptly at the Bureau of Registration.

*Local Committee:* Professors Hippolyte Gruener and W. G. Simon.

### PROGRAM

*Saturday, December 27, 1930*

- 10:00 A. M. *First Session.* Statler Hotel.  
Student Health and Athletics, Report of Committee N,  
Professor J. E. Raycroft, *Chairman*, Princeton University.  
Systems for Sabbatical Years, Report of Committee K,  
Professor O. J. Campbell, *Chairman*, University of Michigan.  
Brief Reports from Other Committees.  
Discussion of Public Utilities Propaganda, based on  
Report of Committee I (*May Bulletin*).  
1:00 P. M. Luncheon: Statler Hotel. Address by President R. E.  
Vinson, of Western Reserve University.  
2:30 P. M. *Second Session.*  
Library Service, Report of Committee S, Professor C. C.  
Williamson, *Chairman*, Columbia University.  
Discussion of Requirements in Education, based on  
Report of Committee Q (*May Bulletin*).



Principles of Accrediting Institutions, President George F. Zook, of the University of Akron.

Aims, Methods, and Results of the American Medical Association, Professor A. C. Ivy, Northwestern University.

- 7:00 P. M. Annual Subscription Dinner. Statler Hotel.  
Address by President E. H. Wilkins, of Oberlin College, on Current Trends in Higher Education. Other speakers to be announced.  
Tickets \$2.00 at the Bureau of Registration.

*Sunday, December 28, 1930*

- 4:00 P. M. By the courtesy of the officers of Cleveland College, which is the new downtown college for adults of Western Reserve University and is also affiliated with the Case School of Applied Science, an informal reception for members of the Association will be held at the College building on the Public Square, with brief addresses by President Robert E. Vinson and Director A. Caswell Ellis on adult education as exemplified in the College.

*Monday, December 29, 1930*

- 9:00 A. M. *Third Session.* Western Reserve University.  
Academic Freedom and Tenure, Report of Committee A, Professor S. A. Mitchell, *Chairman*, University of Virginia.  
Reports from the Officers and the Council, with an account of the Washington Office, the Appointment Service, and Junior Membership.  
Report of the Nominating Committee and Election of Officers.  
Constitutional Amendments.  
Unfinished and Miscellaneous Business.
- 1:00 P. M. Luncheon.  
Address by President W. E. Wickenden, of the Case School of Applied Science, and Professor W. C. Mitchell, of the Social Science Research Council.
- 2:30 P. M. Meeting of the Council for 1931.

## DOCTORATES IN SCIENCE, 1929-30

The annual statistics compiled for the National Research Council are published in a pamphlet of fifty pages. The total number of doctorates is 1074 against 1025 in 1929. Chemistry is far in the lead with 317, one less than last year, followed by zoology 102, psychology 97, physics 91, botany 81, mathematics 75, geology 63, etc. Medicine and surgery appear for the first time with 4. Meteorology disappears, after having two each in 1922 and 1929. The classification includes fifty-nine institutions, which have given one or more doctorates in 1930. Chicago heads the list with 94, followed by Wisconsin with 86, and Cornell with 80. The State College of Washington is included for the first time.

The table of distribution by subjects and institutions shows Chicago first in botany (11), in chemistry (28), Princeton first in geology (9), Chicago in mathematics (12), California Institute first in physics (11), Cornell first in zoology (21). Names of recipients and titles of their theses are also given by subjects and institutions.

## CALENDAR SIMPLIFICATION

Progress Bulletin 6 of the National Committee reports that the International Conference will be convened at Geneva in October, 1931, and preceded by a meeting of calendar experts from different countries in May or June. For the purpose of organizing the conference the League of Nations will employ the machinery of the Fourth General Conference on Communications and Transit, and on this occasion the calendar reform will be the chief subject of the agenda. The delegates will have power to draw up a protocol or treaty for submission to the respective governments including the United States. It will be the duty of the preparatory committee to collate information and recommendations from various sources throughout the world, and it will hear representatives of interested organizations. The report of the United States Committee was transmitted to the League through the State Department in August, 1929. The question of calendar reform was first taken up by the League in 1923 chiefly at the request of the International Chamber of Commerce. The Council of this Association has expressed itself in favor of the holding of an international conference without committing itself to any particular calendar in advance. The inquiry of the National Committee among Protestant clergymen is nearly completed.

## FEDERAL INCOME TAX ON PENSIONS AND ANNUITIES

The creation of certain new arrangements designed to supplement the reduced retiring allowances of the Carnegie Foundation for the Advancement of Teaching, together with the making by the United States Commissioner of Internal Revenue of several inconsistent rulings on the taxation of teachers' income in connection with contributory annuity contracts, made it desirable to ask the Commissioner for rulings on various typical cases which would represent the interests of a considerable number of the members of this Association. The Committee on Pensions and Insurance accordingly undertook, at the request of the Secretary of the Association, to obtain such rulings. Professor Roswell F. Magill, of Columbia University, an attorney practicing before the Treasury Department, and formerly a counsel in the Bureau of Internal Revenue, kindly consented to give his services for this purpose. Under date of March 5, 1930, five separate problems as outlined below were submitted to the General Counsel of the Bureau of Internal Revenue and were argued before him on behalf of the teachers.

Under date of July 22, 1930, a ruling was issued in the name of the Acting Commissioner, the substance of which is as follows:

## I. THE CARNEGIE PENSIONS

(a) *Carnegie Foundation*.—Retiring allowances granted to teachers by the Carnegie Foundation for the Advancement of Teaching, under rules formulated by the Foundation, are held to be gifts under the Revenue Act of 1928, as they were under the Act of 1918. (No change is made in the ruling that such payments are not taxable income.)

(b) *Carnegie Corporation*.—Amounts paid by the Carnegie Corporation under contracts made with the Teachers' Insurance and Annuity Association, under which the Corporation undertakes to pay the Association sums sufficient to enable the latter to pay certain teachers in each year \$500 in addition to the (reduced) Carnegie Foundation allowances, are not taxable as income to the teachers.

## II. SUPPLEMENTAL PENSIONS

(a) *The Columbia Type*.—Columbia University offered to all of its faculty who were eligible under the original Carnegie Foundation plan, the opportunity of taking out annuity contracts from the Teachers' Insurance and Annuity Association, under which the University and the teacher each contribute five per cent of the

teacher's salary annually, to pay the premiums; with the understanding that the University will make up from its own funds the difference between the amount of annuity purchased by its previous payments, and the amount necessary to bring the teacher's total allowance (including the reduced Carnegie pensions) up to the sum he would have received under the original Carnegie scale. Both the amount paid by the University and the amount paid by the teacher (or deducted from his salary) are taxable income to the teacher in the year in which such amounts are paid to the annuity association. The annuity received by the teacher under such a contract is not taxable to the teacher until the amounts received by him exceed the aggregate sum paid in premiums by himself and by the University.

The additional contribution, made by the University, at the time of his retirement, is income to the teacher in the year in which it is paid to him. (The Commissioner treats the University's contributions as compensation paid the teacher.)

(b) *The Harvard Plan.*—Under this plan the University deducts five per cent from the teacher's salary, and the University adds an equal sum, the two sums being set aside in a reserve fund which is to be used to pay the teacher's retiring allowance. The University agrees to pay the teacher, when he retires, an amount not less than the difference between the former Carnegie scale and the revised one. In the event of withdrawal from the University, the teacher will be paid his accumulated credits.

The teacher's contribution of five per cent is, of course, taxable as annual income; but the University's "contribution" of five per cent is not taxable as income in the year in which it is credited to him. In case of the teacher's withdrawal from the employ of the University, the cash payment made to him would, to the extent that it exceeds his own contributions, be taxable as income in that year. (This ruling would impose a heavy tax in cases of withdrawal where the accumulated credits not previously taxed are sufficient to entail payment of a surtax. Presumably the pension paid a teacher on retirement will be taxable after the aggregate amount received by the teacher exceeds his own contributions.)

### III. ANNUITY CONTRACTS OF THE TEACHERS' INSURANCE AND ANNUITY ASSOCIATION

Under these annuity contracts, the teacher and the University each contribute five per cent of the teacher's salary annually, until

the amount of annuity payable at a given age of retirement (*e. g.*, sixty-five) equals a named sum (*e. g.*, \$4000). The ruling is that the University's contribution, as well as the teacher's, is taxable annually as income to the teacher; the annuity payments received by the annuitant will not be taxable to him until the aggregate payments exceed the aggregate contributions (teacher's and University's).

This latter ruling (III) was regarded as unfavorable to the interests of teachers, in so far as it declares the University's contribution to be taxable income to the teacher in the year in which it is paid to the Association. It is hoped that this part of the ruling may be abrogated, either by action of the Treasury Department, or by judicial decision. The Bureau ruled in 1924 that contributions made by the Rockefeller Foundation under similar circumstances were not taxable income; yet in 1930, like contributions by Dartmouth College were ruled to be taxable.

Counsel for the Teachers' Insurance and Annuity Association has for several years advised the Association that the University's contribution is not taxable income to the teacher. In advising its policy holders the Association has accordingly not stated that the University's contribution is taxable income, and it is believed that neither institutions nor teachers have included it in their returns. Under date of July 10, 1930, the Association presented to the Commissioner of Internal Revenue a lengthy request for rulings on a number of detailed situations arising under its annuity contracts; included was the question of taxation of the University's contribution. Thus far no hearing has been had and no ruling made. The Committee hopes that the Association will, if unsuccessful before the Treasury Department, take the ruling before the courts. Hence the ruling cannot be regarded as final.

If the ruling is overturned, and the University's contribution is not taxable as income in the year in which paid, it probably would not later be taxable, since under the revenue act only the excess over the aggregate contributions made to the insurance association would be taxable when received by the teacher. This seems likely to be the effect of section 22(b) (2) of the Revenue Act of 1928.

Mimeographed copies of the Commissioner's rulings may be obtained from the office of this Association, in Washington, D. C.

EDWIN W. PATTERSON, *Chairman*,  
Committee on Pensions and Insurance

## THE NATIONAL UNIVERSITY OF MEXICO

By virtue of a law enacted on the 22nd of July, 1929, the National University of Mexico became an autonomous institution entirely independent of the State in matters pertaining to its internal *régime*. It is recognized as the highest institution of learning and scientific research and is charged with the duty of studying national problems and training professional men and women and technicians useful to society.

The University is composed of the Faculties of Philosophy and Letters, Law and Social Sciences, Medicine, Engineering, Dentistry, Sciences and Industrial Chemistry, Commerce and Administration, and Architecture; the schools of Physical Education and Veterinary Medicine, the National Preparatory School, the Advanced Normal School and the Central School of Plastic Art; the Biological and Geological Institutes, the National Library and the Astronomical Observatory.

The highest authority is vested in the University Council, composed of the Rector (President), the directors of the different faculties, schools and institutes, faculty and student representatives from each constituent unit, delegates from the alumni and Students' Federation and one representative from the Ministry of Education. The University Council functions as a whole or through committees according to by-laws approved by it.

One of the duties of the Council is to appoint the professors of the faculties and schools that make up the University. Each one of these institutions has an academy presided over by its director or senior professor and entrusted with the task of studying all technical matters that may be referred to it.

In addition to the faculties and schools the University has two other very important departments: University Interchange, which maintains cordial relations with universities and learned societies throughout the world, and University Extension, whose duty is to extend the benefits of the University to labor and peasant groups.

The courses of study have been designed in such a manner as to favor the development of the capacity for scientific research and social service, that is, the practical application of the knowledge acquired in the University, to local needs. More than ever before, importance is given to the study of national problems in order that the work of the student may be more efficient and profitable from the point of view of the special needs of the country.



## LIBERAL ARTS COLLEGE MOVEMENT

This represents a collective effort on the part of a large number of colleges to secure public recognition and financial support through cooperative action. It was initiated at a meeting held in Washington January 16 last, immediately after the annual meeting of the Association of American Colleges. One hundred and ninety-one institutions have officially joined the movement, and many others have announced their intention to do so. A General Liberal Arts College Bulletin has been established, the first issue appearing in November. Extracts from it indicating more fully the aims and plans of the movement appear below under Educational Discussion. It is announced that the organization will work in complete harmony and understanding with the Association of American Colleges.

## AMERICAN COUNCIL ON EDUCATION

The appointment is announced of Dr. John H. MacCracken, formerly president of Lafayette College and a charter member of this Association, as Associate Director of the Council. Dr. MacCracken, among other duties, will serve as executive secretary of the Council's Committee on Personnel Methods of which Dean Hawkes is Chairman. This Committee, on the basis of a large subvention by the General Education Board, has organized a staff under the title "Cooperative Test Service of the American Council on Education," with Dr. Ben. D. Wood as director, for the purpose of securing the preparation of a new series of objective tests of intellectual achievement at the college level. It is expected that ten years will be required to complete the work already outlined.

## LIBRARY OF CONGRESS CONSULTANTS

Under a plan outlined by Dr. Herbert Putnam, in the *Review of Reviews* as well as in his annual report for 1928, a staff of Consultants has been organized at the Library. The group consists at present of:

William H. Allison in Church and general History  
Henry E. Bourne in European History  
Victor S. Clark in Economics  
Harold N. Fowler in Classical Literature and Archeology  
William A. Hammond in Philosophy  
Joseph Mayer in Sociology  
Harry W. Tyler in Science.

It will be noted that the list includes both the General Secretary and the Executive Secretary of the Association, each like the other members of the staff on a part-time basis. At present Professor Tyler is at the Library daily in the afternoon, Professor Mayer in the forenoon. It is hoped that members of the Association and others will avail themselves of the service and bring it to the attention of persons who may be interested. Circulation of books is not involved but the Consultants will cooperate with the permanent staff in answering bibliographic questions in their respective fields. Provision is also made for photostatic reproduction.

#### MILITARY TRAINING IN LAND GRANT COLLEGES

The following extracts from a ruling by the U. S. Department of Justice appear to be of somewhat general interest: "The Statutes nowhere specifically require that the offered course in military tactics must be compulsory. My attention has been called to the fact that at the time when the original statute was passed in 1862, it appears that all or almost all courses offered in universities were compulsory, but, of course, this is not conclusive of the intention of Congress. The association of the words 'military tactics' in the statute with the words 'such branches of learning as are related to agriculture and the mechanic arts', shows that there was no intention to require instruction in military tactics to be compulsory upon the students any more than those branches of learning related to agriculture and mechanic arts. If one branch is compulsory, all must be, and when we consider the great variety of branches which are related to agriculture and mechanic arts under the modern educational system, it is apparent that it would be impracticable to require any student to take all of such courses. It is generally recognized that there is no obligation on agricultural colleges having land grants under the Act of July 2, 1862, to compel their students to take any course related to agriculture or mechanic arts. . . .

"I have given consideration to the legislative history of the Act of 1862. The manner in which the language in question came to be inserted in the bill does not convince me that Congress intended the course in military tactics to be compulsory. If it had had such an intention, it seems fair to assume that it would have expressed that intention in clear language. An examination of the report of the speech of Mr. Morrill of Vermont (Cong. Globe, 37th Cong., 2d



Sess., Part 4, Appendix, p. 256), who had charge of this bill in the House, reveals no clear statement to the effect that it was contemplated that military training would be compulsory on all students. . . .

"I am of the opinion that the construction of the statute adopted by your Department is a reasonable one, and that it was in effect approved by Congress by the reenactment of the language in question after the adoption and publication of that construction by your Department. Added force is given to the re-enactment of this language by the fact that it occurred after the legislation in Wisconsin referred to above.

"I, therefore, advise you that you are justified in considering that an agricultural college which offers a proper, substantial course in military tactics complies sufficiently with the requirements as to military tactics in the Act of July 2, 1862, and the other Acts above mentioned, even though the students at that institution are not compelled to take that course."

#### ASSOCIATION OF AMERICAN UNIVERSITIES

The annual meeting of the Association was held at Berkeley and Palo Alto, October 23-25, in convenient connection with the inauguration of President Sproul of the University of California. "The outstanding act of the conference was its condemnation of politics in higher education, as represented in the resolution unanimously passed by the Association dropping the University of Mississippi from the approved list of the Association, whose graduates are admitted freely to standard graduate schools."

Papers were presented on the following important subjects: "Professional Education at the Graduate Level," by Dean Guy Stanton Ford of the University of Minnesota; "Training in Graduate Schools for College Teaching," by Director John J. Coss of Columbia University; "Relation of the Federal Government to Higher Education, Particularly in Regard to Training at the Graduate Level," by Dean R. A. Emerson of Cornell University. The second paper dealt in part with a subject which has recently received consideration from the Association of American Colleges. Dean Ford deprecated alike extravagant claims for professional education and scornful attitudes toward it and maintained that workers in the older graduate fields should be friendly and helpful to those in the newer. Dean Coss doubted very much "if men and women twenty-seven to forty years

of age who have had teaching experience would take appointment in a practice-teaching college if they were persons blessed with personality and possessed of good or excellent control of a subject-matter. I doubt very much if heads of departments could be found in whom there reside both ability as scholars in the various disciplines and attainment in the study of teaching method, and I doubt if a student body could be enrolled that would not be very restless under the conditions of college practice-teaching."

In regard to the improvement of college teaching after appointment he made the following recommendations:

1. The department head or some responsible person within the department should thoroughly introduce the man to his work and to the peculiar features of the particular college situation.

2. New men should be encouraged to observe the teaching of persons known to be expert.

3. The dean of the college or similar persons should meet with the new members of the staff each year to introduce them to the college and its general problems.

4. The college in its administration and the university in its general policy should recognize and should reward teaching and make such plans as would facilitate the improvement of teaching.

Dr. F. P. Keppel urged recognition of knowledge of Chinese and Japanese as a means of developing potential scholars in the Oriental languages. Professor Adam Leroy Jones, for a committee on classification, reported the inspection of twenty institutions and the addition of the following to the approved list: George Washington University, Incarnate Word College, Millsaps College, Montana State College, United States Naval Academy, Oklahoma College for Women, St. Olaf College, Ursinus College, Wheaton College.

#### INSTITUTE OF INTERNATIONAL EDUCATION

The eleventh annual report of the Director includes a brief discussion of American educational institutions in foreign countries and reviews activities of the year under the titles "Executive Fellowships," "Summer Sessions," "Visiting Professors," "Latin American Relations," and so forth. Particular mention is made of the development of a "University City" at Madrid to which the present University will eventually be moved. Dr. Gregorio Del Amo of Los Angeles has built a beautiful hostel at the *Ciudad Universitaria* to house 150 American students. As but ten Americans will study in Madrid next year the

remaining space will provide accommodations for Spanish students and, no doubt, that proportion will remain for some time to come. The Viscount de Aquilar arranged, however, with the Institute for the exchange of 10 students between the United States and Spain, the exchange students in each country to be provided with tuition, board, and lodging. As we have made a similar arrangement with the *Junta Para Ampliacion de Estudios*, we may confidently look forward to really close cultural cooperation with Spain.

"The Institute has become more and more the agency to which educational institutions, teachers, students, and organizations of many kinds in the United States and in foreign countries look for service of the sort described in this Report. If the Institute is to realize the aim for which it was founded, it must expect to perform this function to an increasing degree. Were it to cease to exist, some other organization would have to make good the loss to the people of other countries as well as of our own. But the work of the Institute has outrun its resources. It was founded eleven years ago with a staff of four, to be supported by an annual grant of \$30,000 from the Carnegie Endowment. Two years ago when the Carnegie Corporation took over its support for a term of years, it generously doubled the grant. At the same time the Rockefeller Foundation provided the Institute with \$24,000 a year for the same term of years, which the Institute has used exclusively for the support of the branches of the American University Union in Europe. But last year the staff of the Institute itself had increased to twenty-five permanent members and the budget to \$85,000. The deficiency had to be made up in some way by the Director. Some of the agencies to which the Institute renders service are glad to bear the expense of the service wholly or in part. But this, of course, cannot be expected from the increasing number of students and teachers all over the world who have learned of the work of the Institute and now look to it for its peculiar kind of service."

A recent leaflet lists foreign study fellowships for American students established as an international exchange in appreciation of those offered by American colleges.

These opportunities are open both to men and to women. Preference in selection is given to candidates under thirty years of age.

The countries represented include Austria, Czechoslovakia, France, Germany, Hungary, Italy, Spain, and Switzerland. Applications must, in general, be submitted on or before February 1.

In addition to the fellowships already described, the Institute of International Education administers the American Field Service Fellowships for advanced study in French universities, Germanistic Society of America Fellowship for study at a German university, and the Scholarships for the Junior Year Abroad. The Institute also arranges for the placement of a number of American men in *postes d'assistant d'anglais* in French *lycées* and *écoles normales*.

Application blanks and further information concerning all these opportunities may be obtained from The Student Bureau, Institute of International Education, 2 West 45th Street, New York, N. Y.

#### CARNEGIE CORPORATION

The Report of the President for the year ending September, 1930, refers to the retirement from the Board of Mrs. Carnegie and Dr. Pritchett and to the accession of Messrs. David F. Houston and Henry Suzzallo whose experience and equipment cannot fail to bring a national rather than a local point of view to bear upon the problems of the Corporation. Reference is also made to the appointment of Professor James W. Glover, of the University of Michigan, as President of the Teachers' Insurance and Annuity Association in succession to Dr. Pritchett. The association is no longer an interesting experiment but a going concern with daily increasing responsibilities which call for the highest degree of professional competence. The policy of restricting new obligations incurred by the Corporation has resulted in a further reduction of the load of obligations against future income and has made it possible to increase gradually the annual commitments which may now be safely undertaken. In particular the Corporation has made a substantial beginning in providing books for college libraries. On the basis of written reports from 185 colleges and 64 visits, recommendations involving \$460,000 have been approved by the Corporation in the case of 33 institutions. The program in the arts, initiated in the report for 1924, has led to appropriations aggregating \$2,300,000.

"The past year, however, has witnessed three important changes which may modify the whole situation in this regard. The acceptance of Frederic A. Whiting, for thirteen years Director of the Cleveland Museum of Art, of the Presidency of the American Federation of Arts gives to that organization the full-time service of a man of wide experience and great influence; the College Art Association, which, in its more limited field, is the outstanding American agency,

is contemplating an administrative reorganization which should greatly increase its availability; and, finally, the election of Dr. Suzzallo brings to the service of the Carnegie Foundation one of the leading spirits of his generation in the broader aspects of art education. . . .

"Discussion as to the place of the Foundation in American life has been stimulated during the year not only by the creation of these news trusts of interest and importance, but in other ways. The Director of the Twentieth Century Fund, Mr. Evans Clark, has recently performed a useful service in analyzing the activities of 108 foundations in the United States and displaying in graphic form their capitalization, their methods of operation, and their fields of action. Three lectures on 'The Foundation, Its Place in American Life,' by the President of the Carnegie Corporation, were delivered as the Page-Barbour Lectures for the year at the University of Virginia and published by the Macmillan Company. Later in the year the Wieboldt Foundation of Chicago published, through the University of Chicago Press, a volume entitled 'Intelligent Philanthropy,' to which chapters have been contributed by twelve persons who speak with authority in their respective fields. The number of magazine and newspaper articles on the subject is definitely increasing, as are the informal conferences between members of different Foundation groups. Underlying the wide diversity of opinion as to details, which is in itself a sign of vitality, there is evident a growing sense of the importance of the responsibilities and opportunities of the Foundation in the modern world."

#### CHANGES OF ADDRESS

Particular attention is called to the list of members to be published in the January *Bulletin*. Any changes and corrections should be immediately reported to the Washington office for transmission to the printer of the *Bulletin*. Information is solicited in regard to those whose addresses are "unknown" (in the general list).

## REVIEW

*The Universities Review*, issued by the Association of University Teachers, vol. iii, no. 1, October, 1930, pp. 96. Price, 2 shillings.

Of obvious interest to the members of the Association are the activities of the Association of University Teachers of England as reflected in their publication appearing three times a year. The current issue includes signed articles on University Entrance Examination in the Understanding and Use of English, on Our Libraries and Their Maintenance, on Rhodes House, Oxford, and on The Irish Universities; official committee reports on Entrance Tests and Initial Degrees and the French University System; and extensive departments of university news as well as items concerning appointments and retirements of individuals. The longest contribution is the report of a special commission of the Association on the French University System which is admirably comprehensive, compact, and systematic. Among special points of interest in the survey are two observations on questions of concern to American faculty members. The committee is "deeply impressed" with the French national system of recruiting university teachers, "for discovering and advancing talented men which contrasts strikingly with the haphazard method prevailing among us. It appeared to us to be one of the most important of our observations and to be deserving of very serious consideration by our Association." The report points out also the French principle of tenure. "University personnel enjoy a very large measure of professional security, guaranteed by law. There is no inspection or interference with teaching, and absolute liberty of scientific and philosophic exposition, public and private, prevails, subject only to safeguards for public order. We were assured that no case was known of a professor whose career had been compromised by his opinions. The professor holds the Chair as his legal property and is practically irremovable. Even if he were, in an extreme case, suspended from teaching, his salary would be continued. Any action against a professor must be taken by the *Conseil de l'Université*, subject to appeal to the *Conseil Supérieur*, which must confirm the judgment by a two-thirds majority. As a matter of fact, such sanctions are of very rare occurrence and practically operate against a University teacher of any grade only if he becomes criminally involved. Junior grades are subject to the *Conseil de l'Université*,



but members can only be removed by the vote of a two-thirds majority."

The publication of the report of the University Grants Commission for 1928-29 in this issue is made the subject of the single editorial which introduces the contents of the periodical. The problem raised is so relevant to the situation in America as to justify the following quotation: "It appears that in the neighborhood of fifty per cent of the students attending our universities are assisted by public money. This is undoubtedly a tribute to the enlightenment both of the State and of the local education authorities, since it means that even the poorest may now avail themselves of a university education. Yet in the opinion of some, who may be old-fashioned, this state of affairs is not a cause of unqualified gratification. . . .

"Many undergraduates appear to think that in accepting public assistance they have no reason to be grateful and, indeed, that they are conferring a favor on the authorities concerned. In receiving public money they do not feel themselves called upon to exercise any particular discretion in its expenditure, for the pockets of the local authority or the State appear to them to be bottomless, and are there to be drawn upon at will, much as a spendthrift draws upon the resources of an indulgent parent.

"When they enter the universities they expect not only that the State should support them, but that their thinking should be done for them by their lecturers and professors. 'It is certainly arguable that at most universities there are at present—perhaps there always have been—too many young people who are unable or unaccustomed to read and think for themselves, and are inclined to use their lectures, if we may borrow a simile from a great living scholar, as drunkards use lamp-posts—not to light them on their way, but to dissimulate their instability!'

"Having been graduated, many of them flock to the teaching profession because of the security ensured for them by the Burnham Scale, and apparently those who enter other professions are equally dominated by the desire that their lives shall be safe. Risk is repugnant to their whole scheme of things, and initiative, in these grandmotherly days, is no longer necessary. We do not deprecate reasonable forethought for the future, but this security obsession should be the penalty of age rather than the guiding star of youth. . . .

"We think ourselves wiser than our fathers were because we have scrapped the ladder up which the nineteenth-century young man was

expected to climb, on the ground that it suggested a lack of social responsibility. We have substituted for the belief in equal opportunity for all the idea of a compulsory rate of progress for all. Whatever the defects of the ladder were, it is preferable to its twentieth-century equivalent, the lift, which is expected to raise all, irrespective of merit and without personal effort.

"If the world's great explorers, whether in the study of natural phenomena, in the sphere of pure thought, or in the discovery of continents and seas, had tempered their zeal to search out truth by selfish considerations of careerism, the world would be poor indeed. Throughout the ages men have appeared ready to dare and to risk all for the sake of some great idea, and if the world's work is to be carried on such men must continue to appear."



## EDUCATIONAL DISCUSSION

### A NATIONAL PROGRAM OF EDUCATIONAL RESEARCH

The Executive Committee of this Council<sup>1</sup> has taken a step during the past year which it is hoped will greatly increase participation by the Council in fundamental studies of educational problems. A committee has been created which will include representatives of various divisions of the American educational system and will have as its duty the formulation of a comprehensive program of educational investigations. The Julius Rosenwald Fund has generously promised to supply the financial resources necessary to make possible a number of meetings of this committee each year during a period of three to five years. . . .

The members of the American Council on Education will readily recognize in this proposal an effort to provide through this council a national agency in the field of education paralleling in some measure the national research councils of the natural sciences and of the social sciences.

There are four questions which may properly be raised regarding the wisdom of the plan proposed by the Executive Committee. The first is the question whether the American Council on Education is suited by its internal constitution to serve as the organizer of a national program of research in education.

If the full scope of the Council's interests has not been adequately emphasized in the thinking of all who are engaged in education, an opportunity is now presented in the plan proposed by the Executive Committee for the Council to record its purpose to contribute to all phases of educational research—elementary, secondary, and higher.

The second question which should be raised and answered is the question of the relation of a research program in education to the Social Science Research Council, to the National Research Council, and to the Council of Learned Societies. A partial answer to this question is to be found in the fact that none of the national organizations mentioned has undertaken the sponsorship of educational research. Evidently, the view of these research councils is that their fields of inquiry are distinct from that in which it is now proposed to formulate a comprehensive program.

The third question which naturally arises is the question of the relation of a national program of research to the activities of the

<sup>1</sup> The American Council on Education

federal Office of Education and to the activities of state and local school officers. Certainly it would be a fatal mistake for this Council to contemplate the organization of an agency which would seem to compete in any manner whatsoever with governmental bureaus. The relation between governmental operations and the operations of this Council and its committees must be so adjusted as to secure a maximum of cooperation.

A fourth question which arises relates to the existing research agencies, especially the departments of education in universities which have been the chief centers for the carrying on of educational researches. The university departments have shown such vigorous initiative in recent years that it would be indefensible to organize research plans in any way which would tend to curb that initiative.

Some conspicuous evils have resulted from the separation of research agencies into institutional units. At times the competition which is so characteristic of American enterprise has led to institutional feuds which have not been beneficial to science. The corrective for unwholesome competition is association. The plan now proposed to this Council should serve to bring together on common ground representatives of the science of education from a number of different institutions. The plan furnishes the opportunity for association. If there were no other reason for the plea that the Council accept with enthusiasm the action of the Executive Committee, there would be ample justification for this plea in the promise that it will cure institutional rivalries.

The success of the plan depends on the ability of the committee to describe in convincing detail the steps which should be taken in a comprehensive research program. It is not the purpose of this paper to attempt to anticipate the work of the committee. It may be of some advantage, however, to illustrate the kind of problem which the committee will doubtless consider.

The North Central Association of Colleges and Secondary Schools has found that many of the standards which it has been enforcing lack the justification which they should have. Since 1915 the North Central Association has known through an official report that its standard on class size is very generally ignored by the colleges within its membership. In more recent years the investigations conducted at Illinois, Minnesota, and Ohio have shown that there is no ground for the acceptance of any rigid restricting standard.

The standard on class size is not the only one which has proved

to be misleading. The standard requiring endowments to equal a prescribed minimum, the standard requiring high schools and junior colleges to maintain separate organizations and several other standards are found to be open to question as a result of studies made by commissions of the association.

A second example is found in the activities of the Association of American Colleges. This body, as is well known, has turned its attention to the problem of determining what training is desirable for college teachers. A sharp conflict of opinion has developed as to the desirability of continuing or in some way modifying the requirements now imposed by graduate schools on prospective college teachers. In order to arrive at any final solution of the problem which it has raised, the Association of American Colleges will have to persuade many who do not belong to that association of the soundness of its judgments. At present the pronouncements of the college association are not supported by any large body of verified or verifiable facts. Some agency properly equipped to do so will have to canvass the records of colleges in a much more intensive and extensive way than has ever been done in the past in order to determine what kind of training leads most surely to success in college teaching.

It is uneconomical to leave the inquiries in so important a field as education to the chance interests of individuals or institutions. There is need of cooperation in the formulation of problems in order that individuals and institutions may have their attention directed to those problems which are most urgent and most important. Furthermore, the prestige which attaches to a particular study, and the interest with which its findings are received will be greatly enhanced if the study is recognized as part of a general plan. The American Council has an opportunity to direct and stimulate research in education by enlisting the wisdom of experienced workers in the field in the organization of plans of the broadest scope.

The Executive Committee of the American Council on Education presents its Committee on Educational Problems and Plans as a promising enlargement of the Council's activities. This new committee has been given a commission which is as broad as American education. It is the confident expectation of those who have contributed to its creation that the future of educational research will be more productive because of its contributions.

CHARLES H. JUDD,

*The Educational Record*, vol. xi, no. 3

## EDUCATIONAL PREPAREDNESS VERSUS COMPULSORY MILITARY DRILL

. . . The avalanche of criticism against military training in our colleges is directed primarily against the compulsory basic drill of the first two years. . . .

For those comparatively few who continue into the Advanced Reserve Officers' Training Corps it may well be that the basic drill is useful. In the case of those who do not so continue there is considerable controversy as to the attainment of any military proficiency of value. The problem of deciding that controversy is of minor importance compared with the problem of making sure that whatever military training is offered and required shall be made educationally effective in every case. A boy enters the school of chemistry—he purposes to offer his services for chemical warfare in times of war. How much of basic drill is necessary for his best preparation? Would he not be better fitted to serve his country in a more specific training for army service by taking chemical courses of special interest to the army? Can not the military department foster, encourage, and cooperate with the chemists in furnishing a basic training for such occupation instead of insisting that this future chemist be trained for the rank of private in the infantry? Does not this insistence on a universal method of compulsory drill for all students regardless of future occupation show a lamentable lack of vision or understanding in the educational requirements of army occupations? Would not our young chemist be much more enthusiastic over an optional course in chemical warfare than over compulsory basic drill? Every college and almost every department can in a similar manner enrich the possibilities of training for military service. We need to concern ourselves not so much with the claims and counterclaims for the values of our present basic drill as we do with the possibilities of improvement of the opportunities we have to offer. We need a larger concept of this type of training. College training for military service is a function of the college as a whole and not merely of a military department. . . .

Is it not lack of understanding of his men when a Reserve Officers' Training Corps instructor cannot see in the raw material of his freshman squads future doctors, lawyers, engineers, educators, and scores of other professional men? To conceive of the military training of a future physicist whose discoveries may revolutionize the whole mechanical procedure of the entire army in terms of a compulsory

and mechanical basic drill is at least educational myopia. . . .

Why have we not the vision to formulate course work which shall acquaint each student with the national aspects of the profession in which he is engaged, of the setting of that profession in the nation's life and prosperity, of the services which can be rendered and of the methods by which such service may be given? I have strong faith in the belief that such a program would be heartily approved and welcomed by the military departments. Such a program could be incorporated into a larger citizenship training of vastly greater significance to our national defense than our present puny and lop-sided requirements for drill. We shall be building such an army as we are competent to build. We shall be able to convince the student of our sincerest effort to make him of real and expert service in peace and war. We can expect cooperation instead of antagonism from the student body. . . .

My whole plea is merely for an educational approach to military training in college. Let the land-grant colleges make clear to the army officials that they are seriously interested in citizenship training. Let them make clear the real opportunities which they have to offer for training their students for most effective service in peace and war. Let the colleges insist on providing military training that shall be professional. Let them invite the army officials to the conference table and to help them construct an educational curriculum for military training which is in accord with the best practices of education in all institutions of higher learning. If this is done, I feel sure that at least some progress will result.

E. M. FREEMAN,

*School and Society*, vol. xxxii, no. 815

#### WHAT CONSTITUTES A GOOD COLLEGE FOR WOMEN?<sup>1</sup>

. . . Today we are in the midst of a third period which has something more to contribute. The right of women to a higher education and their ability to profit by it having been proved, we are now free to experiment. We can attempt to adapt the curriculum to the special interests of women, where or as far as such exist. . . .

Women have had the suffrage for ten years, but I do not believe that colleges as a whole have quite grasped that fact. Yet the political activity of women is by no means negligible. Connecticut in 1929

<sup>1</sup> Inaugural address of the president of Connecticut College.

had 652 women in public office, including twenty members of the state legislature. The United States Senate will probably soon have its first woman senator, who has won her way very definitely through her own brains and energy. The House at present has eight women. Have political science departments in women's colleges shifted their point of view so that they are clearly teaching possible future participants in the political game, not just observers? Are they analyzing for themselves and their classes the accomplishments of women in political life so far and the best opportunities for women's service? . . .

The college need not urge direct running for office as the only method of approach, but can interest its students, for example, in the effective work in political education of the League of Women Voters. Well-trained young college graduates going as volunteers or paid workers into that organization could use their best energies most effectively.

Definite training can also well be given in college for all sorts of other community interests which the young women will probably have after college if not during their undergraduate life. This is or should be given from the point of view of the future worker, paid or volunteer, or as a pre-professional course which may be a good introduction to further work as a graduate. Courses in economics and sociology with both theoretical and practical emphasis, perhaps even concrete elementary courses in social work with supervised practice for field work, can do much to free the future boards managing the united charities and the child welfare society, for example, from an amateur viewpoint. One can see the public schools gaining smaller classes, better trained teachers, more effective teaching when the educated women of the community demand these things. One can see fresh attack on all sorts of difficult questions, ranging from prison reform to international relations.

My economist friends tell me that most textbooks in economics are written from the point of view of business, that they consider the individual, the consumer, very little. Yet problems of price fluctuation, for example, of control of public utilities, of taxes and their distribution, of the economic value of household labor are all of great importance to women as individuals and as managers of their homes. Much research is needed and much of economics could well be rewritten emphasizing these and similar questions. A woman's college has a unique opportunity in research in the social sciences



with a woman's slant, along lines which have been so far underemphasized, in both present conditions and history. . . .

Connecticut College has from the first had courses in dietetics and nutrition and has been alert to applications of chemistry and biology to human feeding. It is attacking problems of household management, economic and technological. It has made a beginning in its child study. My experience is that well-planned, well-taught courses in mental and physical development of children are enthusiastically received by young women students, especially when the children themselves are on hand to be observed and worked with. . . .

The point is that the study of child development offers the young woman in college an extraordinarily illuminating branch of psychology, anthropology, physiology, nutrition, of value even from the purely scientific viewpoint. Besides, if properly taught, it gives her a basis for intelligent action in the most important job she is likely ever to have after college, the care of her own children or those of other people, and eagerness and courage to attack that job. Professions for women have enlarged so greatly that the professional education in a woman's college can well be widely varied. . . .

For all these the college should offer in preparation either as much training as is required for the work or a thoroughly good start toward such training.

And, very carefully, the professional education must not be limited to the acquisition of skills and techniques. It must include knowledge of the contribution of the chosen profession to society, of its relation to other lines of work. It must supply a breadth of background well beyond the day's requirement. The young chemist needs a sense of pride in practicing her science; the young social worker should be led to see herself as a part of great social forces; the young secretary can best find in her skill a real introduction to business if, added to a modest desire to learn from her new surroundings, she has a knowledge of economics and history and language. Only so can the young woman attain to the height of the fortunate ones who find their greatest happiness in their work. . . .

But a college that fixed its students' thoughts on the job only, even in its broadest manifestations would fail woefully. All the riches of history, literature, philosophy, art, music must be available to the student, and science must be regarded not only as a useful tool for civilized man, but as one of the greatest revelations of God of all time. . . .

It is a great pity that the distinction is so clear in the minds of the students and the curriculum makers between the "cultural" and the "vocational," or the "general" and the "professional." Dr. Moore, of the University of California, calls the distinction "the ancient double theory of knowledge which has made such a mess of man's comprehension of his relation to the world." The cultural can be highly useful, and the useful highly cultural, if both are well taught. One of the social contributions of higher education today is a synthesis of these two artificially separated fields. For example, the work in child development sketched above can be considered practical because it has direct influence upon the actions of the student and at the same time theoretical because it supplies excellent illustrations of the observations and generalizations of the natural and social sciences.

What about the faculty to develop the curriculum for the benefit of women? Clearly one of their prime requisites is a belief in women, a supreme respect for women's activities and interests and future possibilities. A man who "teaches down" to women students has no place in a woman's college. It is no bar to good teaching to hold a conviction that there are differences between men's and women's minds; nor is there an obstacle in the lack of what might be called the feminist attitude. The teacher who treats his or her students merely as alert human beings, without particular consideration of their sex, may well be stronger than the more ardent protagonist of women's advancement. The essential is to have respect for the intellect of the better students and belief in their future place in society. . . .

KATHARINE BLUNT,

*School and Society*, vol. xxxii, no. 814

#### FITTING MEN FOR KNOWLEDGE<sup>1</sup>

. . . In our zeal for knowledge, and for the spread of knowledge, which is a good thing in itself, we educators have tended to overlook that side of the matter—the question of fitness. I count it the fundamental social problem of our time, that of fitting men and women for the possession of knowledge. This is the point where all of us share in the common need of education. . . .

This guiding idea, as I conceive it, is simply that of the whole

<sup>1</sup> Address at a conference on adult education held at the University of Rochester, October 11.



man, including of course the whole woman. The unity of human nature must be kept steadily in view. In our existing practice we break it up into different parts and educate each part by methods which are not in harmony with one another. We have inherited from the past a notion of human nature as made up by hitching together three separate things, a soul, a mind, and a body. Our education follows the line of that fatal division: We educate the man's soul by one method in our churches; his mind by another method in our schools and lecture rooms; his body by a third method in our gymnasiums and playing fields—religion, pedagogy, and athletics. . . .

I regard the human body as the masterpiece of the visible creation. It seems to me to summarize the intentions of the Creator and to reveal His purpose in regard to man with a clearness and force that nothing else can claim. All the interests of his soul are promoted by right education of it. The skills, the arts, the philosophies, the virtues, all lie that way. There is one virtue in particular the roots of which lie in the right education of the body, a basic virtue, and one of which there happens to be an appalling lack in modern life.

It is the virtue of self-control. And thus we touch the heart of the problem I indicated at the beginning of my address—the problem of making men and women fit for the possession of knowledge, the central problem of adult education. Man's fitness for knowledge is measured by his self-control. The lesson begins in the control of his body, though of course it doesn't end there.

The Greeks knew that. But unfortunately the truth was lost sight of when Greek culture died out, and the false ideas which separate the mind from the body developed and made of the body something inferior and vile to which the mind had somehow got itself hitched on.

No one could accuse our civilization of neglecting the human body. The enormous sums that are spent on public hygiene, the splendid work of medical science, the zeal for athletics in schools and colleges would alone be a crushing answer to such a charge. But I think that our systems of education may be fairly charged with having overlooked its cultural possibilities. We have been content to see it in good health, which no doubt is a great thing, but we have not realized as the Greeks did that when rightly trained in self-control and harmony, it may become a powerful ally of the highest spiritual culture.

Nor have we realized the converse of this, which is even more seri-

ous—that the untrained and disorderly body, healthy though it may be from the hygienists' point of view, is a formidable obstacle to spiritual culture and may even render it impossible. . . .

There are certain kinds of knowledge—I need not tell you what they are—which we are now saying every young man and woman ought to possess. Quite true as a general proposition. But if we offer that knowledge to young people who lack the elements of bodily self-control, who are tending to the C-3 condition on the physical side and becoming dependent on external excitements for their bodily pleasures—if we do that we are letting forces loose which may involve the ruin of society. Now what is true of that kind of knowledge is true of a thousand other kinds. It is high time that we faced up squarely to that side of our work—the problem of making men and women fit for the possession of knowledge.

I think we are beginning to do so. Among the more enlightened educators a new phrase is coming into use—the coeducation of mind and body. And there is more in it than the use of a phrase. In several countries of Europe, notably in Sweden, Germany, Holland, and Italy, systems of public education have been already put into practice in which a high culture of the mind and a high culture of the body are made to go hand in hand and mutually support each other.

I think the next step forward in educational practice will be in the direction I have indicated—toward the education of the whole man, regarded as an inseparable unity of soul, mind, and body. The importance attached to knowledge, which is an affair of the mind, will not be diminished, but the importance attached to skill, which always involves the body, and in which knowledge completes itself by doing the thing that it knows, will be increased.

In this connection I am often reminded of those lines written by that queer English poet, John Donne, somewhere about the year 1630. The poet has before him the image of an animated young girl and this is how he describes her:

Her pure and eloquent blood  
Spoke in her cheeks and so wrought  
That you might almost say, her body thought.

“Her body thought.” And I observe that leading psychologists are now telling us that the wise thinker, the complete thinker, is not

the man who thinks with his brain only, but the man who thinks with his whole body. . . .

Behind all our educational ideals there hovers an ideal of far greater amplitude, of far greater significance and value—the ultimate unity of all mankind. It has long been my conviction that this great vision, which has haunted the seers and poets of all ages, will be achieved, if ever it is achieved at all, not as a political triumph but a cultural triumph. It will be achieved on what we know as the field of education.

It will be the cooperative attempt of all men and all nations prompted by the undying need for education which all of them share. We educators, we adult educators perhaps most of all, are pioneers on the long and difficult road that leads to the unity of mankind. It is a proud claim to make, but I do not hesitate to make it. . . .

LAWRENCE PEARSALL JACKS,  
*School and Society*, vol. xxxii, no. 826

#### STANDARDIZATION VERSUS MEDICAL EDUCATION.<sup>1</sup>

. . . The medical schools and colleges before 1914 were open and almost unregulated and so was travel and general behavior. It was an unstandardized and unregulated period. . . .

Under such conditions what was the state of mind of the medical students? Naturally it was rather free. They had come to the medical school because they wanted to and were interested in being a physician or a surgeon or a medical scientist. Certainly they did not come because it was the fashion or the thing to do, for it wasn't. Whether they attended all classes or how much work they did was no one's worry. When the time came students were given an examination and often as high as 30 to 40 per cent of the class would fail. Those who failed simply repeated the course for the next year or so until they passed or else they left for some other school that asked few if any questions and was glad to have them. . . .

What the situation very evidently needed was a little brushing upward and many influences began to work toward tearing the bottom off in some cases and pushing it up in others. This started well and within the short space of a few years between 1909 and 1915 almost all the actually harmful and unfit medical schools of the country were closed and out of business.

<sup>1</sup> Address delivered at the opening of the session of Cornell Medical College, New York City, September 29, 1930.

The surprising result was largely due to a masterly survey and discussion of American medical education by one able man. However, the fine start, as is often the case, obtained a bit too much momentum and swept out into the national organizations and committees. These became very busy but only succeeded in bringing about the present-day fashionable craze of standardization and regulation of all thought and fancy in medical education. . . .

Finally, the medical schools have reached back into the college to require a definite premedical training, of so many units in biology and physics, chemistry, etc. The number of college units of credit is naturally easily calculated, and the units are what count rather than the more difficultly ascertained quality of experience and inspiration which the college education has imparted.

Having secured the premedical requirements a vast number of students now apply for admission into the sanctum of the medical school which to them seems quite formidably guarded. Nearly a thousand persons apply for the privilege of being the seventy to constitute the first-year medical class. The selection is rigid, and all must pass muster on their school records, their premedical units, their personality, and other qualities. Finally, the door is open to the selected few and they enter in with fear and trembling lest they once fail to pass a few courses and be dropped out, never to have a second trial, and with slender prospect of being taken into another fold. Under these conditions every one does not work merely for the joy of learning but oftentimes only for the necessity of passing. . . .

The course is often regulated and standardized to such an extent that every one is trying to do exactly the same thing in the same time and to beat the other at doing it. This is irrespective of individual tastes, talents, and personalities. These various personalities are swamped in the uniformity of things, and intellectual tolerance and truth are difficult to hold in the spotlight of advance. This is contrary to nature and so peculiar situations have arisen. One of these I may relate as having occurred in a far distant part of the country.

A medical school conducted along the usually regulated plan found that cheating on examinations had become a rather general and accepted practice among the students in spite of the existence in the school of the so-called honor system. The faculty became disturbed on realizing that things were not exactly as they were ruled to be. The dean of the faculty conferred with a group of the senior students to discuss the situation. He learned that the students agreed that

if all those who cared to should cheat it would be as fair for one as for another, and the sad predicament of being dropped from the school might be avoided by some and reduced to a helpless minimum.

The dean was somewhat surprised at this rather broad and philosophic attitude, but he felt that the students were chiefly at fault. He propounded a further question as to their plan of behavior and asked whether they, who had decided cheating was proper, would steal another's instruments or clothing. The students replied that none of them would steal, and they held stealing to be a crime. The dean and students acquiesced in the idea that stealing was a greater vice than cheating or lying.

This of course was surprising to members of a scientific group, who had come to realize that truth was the supreme virtue towards which all students of natural science must aspire. Questions of ownership and property rights are social and artificial, and changes in the system cause no mental confusion. We know exactly what has occurred and what we have. One person had in his possession a material thing which another person has temporarily taken for his own. But when one relates an occurrence or records an observation as having been other than it truly was we are misled and mentally confused. If this were a general practice we could scarcely become acquainted with the world about us. In medical science as in all science there must be a never-failing search for fact or truth. One must depend upon the truthfulness of others in order to advance knowledge in the conquest against disease.

If an experimental investigator reports a given drug to bring forth a definite physiological response which might be of high clinical importance, the clinician must depend upon the truth of the report and if it be false it may mean the death of his patient. Persons who must in practice apply truths and facts as they are given to them are not the people to tamper with deception and falsehood during their years of education and training.

We must now ask ourselves whether a system of standardized regulation does promote a search for truth and does really enthrone truth among its gods.

When a number of persons, all differing in their past experiences, tastes, knowledge, and desires, are forced into a system demanding a uniform performance they intuitively feel the contrariness to natural truth in the plan. Individuality is embarrassed, and originality is discouraged, and the routine of the machine is glorified. This pro-

motes cheating and finally, as we have seen, may carry the vice through the stages of endurance, pity, and embrace.

When cheating becomes general it is the fault of the situation and not alone of the persons concerned. If this be a situation in scientific education it must be promptly changed and made over or the aim for which the system was intended will be forever lost.

The student comes to the medical school as an adult individual to work for himself and to learn his own job. His behavior should be regulated by the system as little as possible, and he should be given every proper opportunity to use his own initiative, his own discretion, and his own way in securing for himself the knowledge and skill he needs in his profession. If the opportunity for free action and choice be completely denied him by a system of standardized uniformity, how can it ever be expected that this person will later be original, resourceful, and ingenious in the handling of human patients or the solving of medical problems? It is as much a part of education, and especially of higher education, to learn how to direct one's self independently as to accumulate knowledge from laboratories and books.

Lectures, demonstrations, laboratories, and clinics should be available, but only the most formal part of these should be scheduled by time. A student should be free to work as short or as long a time as he finds necessary for an understanding of the particular problem or subject. Certainly no two intelligent individuals can quite do the same thing equally well in exactly the same time. A student should, therefore, have some right in deciding when he is ready to be examined for qualification in a subject. All this latitude is perfectly possible and is being practiced in parts of the university and to some extent in medical schools in several parts of the world.

Some one may say that many students are not adapted to such open arrangements as this—I agree that they are not, but I would also add that they have no business here, and the community would be indebted to us if such persons were unable to crawl into the medical profession. . . .

The champions of fairness to the weak and deficient student have had far too much influence in the moulding of methods and arrangements in the medical faculties. This vision of fairness should be a little more far-sighted and look away to the lame doctor attempting to treat the crippled patient at the other end of the line. . . .

No, there can be no welcome here for bungling, sloppy-minded, or incapable persons—the medical college is not the place for them.



And a consideration of such persons should not enter into the design of our educational policy. The policy must consistently avoid penalizing the able student in order to salvage the unable; it must be built only for him who stands.

We do not propose a simple turn-back to the old open system of ante-bellum days which so many of us experienced. This would get us no further along. But we do urge as the essential elements in human education open-mindedness and intellectual tolerance. Education in all fields of science should break down prejudices, promote tolerance and force with unerring determination the quest for natural truth. This has never been approached on any system of standardization. Uniformity and standardization immediately establish a prejudice against deviation and false ideas of perfection arise. Tolerance and truth have little sanctity in such a communion.

We here have aimed to have an institution in which an understanding of life may grow. The consideration of facts as we know them and the search for new facts is to be our daily privilege. To differentiate fact from fancy and to become adamant in our determination to make no mistake between them is to be our discipline. Human minds frequently accept wide categories of things as facts. But the free admission of half-established findings to the realm of facts is the most befogging reaction of the brain. The more cautious one becomes in accepting an apparent fact the more reliable he becomes as a scientific scholar.

The struggle for truth must be consistent and universal. And self-deception must be as fully and as carefully avoided as the deception of others. No one can deceive himself without sacrificing his only method for obtaining the truth. . . .

CHARLES R. STOCKARD,  
*Science*, vol. lxxii, no. 1869

#### ADEQUATE SALARIES FOR COLLEGE AND UNIVERSITY TEACHERS

I have been asked to address this body upon the question of adequate salaries for university and college teachers. . . .

I am speaking, remember, purely as a business man. As a business man, I discovered that the so-called rules of business would not work. I discovered, to my cost at times, that the traditions of business were all out of plumb with its realities. I discovered particularly, as thousands of other American business men have been com-

pelled to discover, that even my own opinions were not valid. We discovered in the end that business cannot be run successfully on any one's opinion, but that, if we were to meet and beat competition, we would have to conduct our business upon actual scientific research. . . .

This did not make me a scientist, but it compelled me to look into the matter of what science had been doing to human affairs. I had supposed, in my ignorance, that its main contribution had been the mere increase of knowledge—information which alert business men might make use of now and then. But I discovered that it was changing our whole approach to human life. It was not only breaking down certain traditions, but was arraying itself against all traditional thinking. It was making it increasingly impossible for class rule to go on and for human affairs to be determined by the opinion of some ruling class. Nor could the opinion of the majority be substituted, for when science made a discovery the discovery was not affected in the least by the election returns.

The old authorities, it seemed clear, were gone. The family, which had gained its authority through its economic dominance, was now losing its influence. Ecclesiasticism was also passing along with the whole theory of the divine right of minorities or majorities to tell us what to think. The truth, it was evident, no longer came from authority, but authority came only from the truth.

You are as familiar as I am with the change which has come over all human society since business began to shed its traditional opinions and adopted the methods of scientific research. No comparable change has ever happened in all human history in so short a time. But how this change affects the status of the teachers in our colleges and universities is the object of our special inquiry here. The traditions of education and the traditions of business may be as far apart as the poles, but the truths of education and the truths of business cannot be contradictory. In the age of authority, of necessity I believe, educators had to effect some working alliance with the authorities. Doubtless they believed what they taught, and doubtless, also, the things that they taught were for the ultimate human good, however hard they might bear upon the masses in their generation. Educators in the ancient days could not proclaim liberty and equality and fraternity, for there was nothing in the economic set-up which made liberty and equality and fraternity possible. About the most they could do, then, in the way of alleviating the anguish of human



life, was to teach the privileged classes to be just and merciful, and to give of their bounty to the poor. They may have felt themselves above economic considerations, but when education was necessarily confined to a small lesiure class they could not be.

To be educated in the old days meant to be "well read," for the knowledge of the world was pretty well outlined in a number of books which it was possible for an exceptional mind to read and digest in a lifetime, if he had sufficient leisure to devote himself to the task. Hence it was quite natural, with the rise of democracy, that there be an attempt to make education universal so that everybody in the end might become well read. But those who were hoping along these lines failed to take note of what science had been doing. Science had been digging up new knowledge, and it had been digging up so much new knowledge that it had become impossible for any individual brain to absorb even the gist of it.

Little by little, then, the educators had to abandon the theory of a general education. Grudgingly, and with an agonizing tug at their traditions, they accepted specialization. One reason why they accepted it was that a knowledge of the ancient classics had struck a bear market, while there was an ever-growing demand for a knowledge of the new chemistry.

Weak opportunists in the educational field surrendered at once, and were quite willing, in return for fat endowments, to reorganize their colleges according to the new bourgeois demand. They admitted wealthy business men of no academic standing whatever to their directorates. These business men were supposed to be practical, but their course was such as to dismay the faithful old guard of college professors who were trying to live up to the best academic traditions and believed that education should be superior to money-making.

I hold no brief for either side. I am simply trying to state the situation. Unless the situation is understood, unless we can trace the forces which are reshaping human society and all its institutions, there is little likelihood of our solving the problem of college and university salaries. Those salaries are going up. I can say that confidently, and I can tell you why; but they will not go up rapidly enough, or in an orderly and systematic and satisfactory manner, unless the teachers themselves fully grasp the situation and deal constructively with it. . . .

The great system of mass production which now dominates the market depends upon scientific research for its daily programs. And

because it is dominating the market, all business must adopt its methods. In the very near future, then, there will be such a demand for fact-finders that our colleges and universities will be hard put to it to furnish an adequate supply, and those who are most capable of teaching and training our youth to become fact-finders will be tempted by large salaries away from the colleges and universities into business and industrial life.

I hope, when that time comes, that our teachers will prove to be sufficiently selfish. If they are unselfish, if they are willing to sacrifice themselves and their families to the traditions of education and go on teaching in college while their wives do the family washing, we may be in for considerable trouble; but if they are sufficiently selfish, it will be up to the colleges to find a way to keep them from accepting the offers which they get. And the only way that they can find will be through raising their salaries—not to a mere living wage but to several times beyond their present level.

And how will the colleges be able to do this? The answer is that they will do it by continuing the seemingly deplorable course upon which they started some time ago, making closer and closer connections with the business world.

But this time they will not be trading their academic ideals for fat endowments and elevating ignorant and opinionated business leaders to their directorates because they are rich. For the leaders of the new industrial order, while they may be ignorant, cannot be opinionated. They must be men who are willing and eager to learn, who hold the positions they hold because they are eager and willing to learn, and who have at least learned one fundamental truth—that the best way to decide whether any course is right or wrong is to find out.

EDWARD A. FILENE,  
*Science*, vol. lxxi, no. 1842

#### THE COLLEGE STUDENT AND MENTAL HYGIENE

Mental hygiene of the college student had its origin at the United States Military Academy nearly ten years ago under Dr. Harry N. Kerns. Since that time approximately fourteen of our leading colleges and universities are providing mental hygiene facilities either on a part-time or full-time basis. The development of this work has been most noteworthy at Yale University where four full-time psy-

chiatrists are devoting their attention to the mental health of the university students.

Mental hygiene of the college does not mean the search for mental disease. To be sure, occasional cases of frank mental disease do manifest themselves during the college years, and the psychosis in its incipency is at times also recognized during these years, but the great problem of mental health in the college is that of detecting and treating problems of maladjustment which handicap the student from achieving his full degree of efficiency and which might, if uncorrected, lead to later mediocrity, failure, or even mental disorder. Such corrections of maladjustments are today being carried out in many of our colleges, and the work already done has led us better to understand many problems of scholastic failure, disciplinary situations and cases of men and women dropping out of college for "ill health," which later prove in a considerable number of cases to be emotional conflict or other type of mental maladjustment....

Many students go to college who are still emotionally immature, and the emotional development and adjustment of these pupils is one of the major problems of the college psychiatrist. Numerous students are in mental conflict because of the difference between the home training and certain of the standards presented to them in classroom or dormitory. Not infrequently undergraduates are struggling with a heavy classroom schedule while holding outside positions in order to earn money for their college course. Such heavy burdens result in insufficient sleep and irregular and inadequate nourishment, and these factors often produce a poor physical state, thus rendering the students susceptible victims of fears, conflicts, and doubts. These situations are obviously serious handicaps to harmonious educational progress, are easily recognized by the physician and, in a majority of cases, a readjustment of program can be brought about which effects an improvement in the health.

It may be of interest to know how contacts are made with students and what the manner of procedure is following this contact. A psychiatrist attached to the department of health, either on part-time or full-time, has specified hours when cases can be reported by the examining physician, by the office of the dean, by student counsellors, or by other students who have already been helped with their problems of adjustment, it being explained to the boy that a special examination is needed to determine the cause of any difficulties of adjustment, involving either educational progress, disciplinary problems, or those

related directly to health. The health record is gone over; if there are any doubtful physical findings they are rechecked, a neurological examination is made, the preparatory school record is studied, and then the patient interviewed in the same way that any patient coming to us with a nervous or mental problem is studied, so that an evaluation of the mental status is made. Some of the problems presented, for example, insomnia, fears, difficulties in concentration, or conflicts are readily understood as to their causative factors after this procedure, and approximately one-third of them are adjusted in one or two interviews. Another one-third, presenting more deep-seated and intricate conditions, need a number of visits with the psychiatrist, and still another third are personality problems which, if uncorrected, will lead to serious handicap, or even later mental disease, unless followed over a long period of time and fairly frequently. If future visits are required, subsequent appointments are made directly with the student or through the department of health, and it has been most gratifying to find what a high percentage of the undergraduates gladly cooperate in the new health program. . . .

There are a multiplicity of problems which come to the attention of the physician dealing with mental health at the college level. Among the handicapping factors dealt with are the divided home, the continued emotional domination of one of the parents, unhappy love affairs, homosexual situations, habits of invalidism developed in the home environment, compulsive neuroses leading to stealing, paranoid trends, and over-compensation resulting from feelings of inferiority. All of these situations and many more have, during the past few years, been dealt with many times by the college mental hygienist and, I think we can properly say, with increasingly good results. . . .

One other feature of college mental hygiene should be referred to, and that is the mental hygiene of the faculty, for very often we have found that the problem of the student is really the problem of the teacher, and even in as highly selected a group as the college faculty we do find teachers who, denied the opportunity of exerting their authority in the home situation, wield it unwisely in the classroom; and we still also find among the faculty group emotionally immature individuals and individuals whose own personal conflicts are reflected upon the students in the classroom. We have, therefore, learned that the problem of mental hygiene in the college is often not confined to the student himself, but may be that of an unwholesome situation in

the home, bad mental hygiene in the classroom, physical handicap or financial struggle, and thus college mental hygiene becomes a comprehensive approach to the physical, social, emotional, and intellectual problem of the whole group.

Finally, it is my belief that college mental hygiene has already proved its value. It is worthwhile from the point of view of saving a certain number of prospective mental cases, but it is also worth much more from the point of view that if there is any technique in our educational program that leads men and women toward higher planes of adjustment and responsibility in our social fabric, that technique must be developed.

ARTHUR H. RUGGLES,  
*Progressive Education*, vol. vii, no. 6

#### THE LIBERAL ARTS COLLEGE MOVEMENT

Some very vital issues were considered during the three days' sessions of the Committee and, in the judgment of the writer, some very wise decisions were reached.

It was agreed that the Movement could not be blindly inclusive; that no appeal to the public for funds can be made merely on the ground that an institution calls itself a college and feels a need for funds; that the managers of a college to preserve their integrity and to make an approved appeal for funds must be able to demonstrate that their enterprise has a present day field, constituency, personnel, and program worthy of the approbation and endorsement of competent and discriminating critics representing education, organized religion, and business. The Church Boards of Education have progressed far beyond the period of sentimental and indiscriminating propaganda. They cannot think of the "college" in the abstract as necessarily a sacred institution. They are profoundly interested in colleges in the concrete, provided these colleges are really striving to be Christian and can make a case before the board of enlightened public opinion. The enthusiasm that would attempt to raise money for an enterprise unfortunately timed or placed or manned is being inhibited by the careful surveys which the boards and other groups are providing. It is a day of the changing, merging, even the disappearing college, as well as of the growing, expanding college. It is not the day of the college marking time.

It was agreed that a high pressure campaign for funds by a group

of colleges within the next few months would be suicidal in the face of the present economic conditions, unless there were known elements in the situation of a very unusual and favorable character. The Committee agreed that it did not know of any such exceptional elements for a nation-wide campaign.

It was agreed that the principle of simultaneity in money raising efforts may easily be overvalued; that the conditions must be favorable and the time ripe for each individual institution participating, and that under artificial conditions simultaneity becomes a very secondary if not negligible feature. It was agreed that there may be enormous values in wise publicity on a cooperative basis, for the type of college education represented by the words "Christian" and "liberal."

It was agreed that in the final analysis each institution must prove its own right to be, must find its own field, constituency and donors, and must conduct and finance its own campaign for funds in its own way and at its own time.

The discussions finally eventuated in five resolutions which make up the present platform of the Movement.

*Resolved:*

I. That the Liberal Arts College Movement, as promptly as practicable, assemble such information regarding each institution now enrolled or which may enroll in the Movement as will make possible a convincing and effective presentation of its needs.

II. That in order to avoid duplication of effort, and in the interest of economy, the Liberal Arts College Movement, avail itself of the data in possession of the Association of American Colleges; and further, that from such institutions on the roll of the Movement as may not be on the roll of the Association, similar information be gotten directly by the Movement.

III. That we call on the Council of Church Boards of Education and its member organizations, on the Department of Colleges of the Catholic Education Association and on the National and Regional Standardizing Agencies of America, to cooperate in this effort with a view to making the information thus secured regarding each institution so complete and accurate as to constitute an up-to-date and dependable guide as to its actual needs.

IV. Any member college which, on the basis of the general publicity campaign undertaken by the Committee of Fifteen, plans to



undertake a financial campaign under the approval of the Liberal Arts College Movement, shall first submit an acceptable survey of its own.

V. That when such concerted campaign shall be put on it shall be by the colleges working individually, by denominations, by areas or states, or as may be determined by the institutions themselves; and each institution shall conduct and finance its own campaign. . . .

The situation calls for statesmanship of the highest order, for the stake is a great one. There are many people in this country, of whom the writer is one, who believe very profoundly that the concentration of educational effort in a few centers only which can command fabulous sums of money and build extravagant cathedrals of learning, with the result of driving out of the field less physically-monumental efforts, would be a step away from the path of real progress.

Educational opportunities of the highest order must be made accessible to the people. There should be great little colleges as well as gigantic mastodontic ones, scattered about throughout the land to challenge the boys and girls everywhere to high endeavor and to dissipate the darkness of Main-Streetism and Babbittism and Middletownism. The revolt against the little red school house may swing too far.

There is no greater issue before the American people than this. There is no issue upon the solution of which more depends for the welfare of our beloved democracy and of democracy everywhere. Mankind has not yet discovered or invented a more worthy instrument of progress than a thoroughly Christian college.

R. L. KELLY

There are 792 colleges and universities in the United States. In these institutions are enrolled approximately 1,000,000 students. There are many thousands of men and women in the colleges and universities who ought not to be there. On the other hand there are many thousands of men and women who are not in college or university who ought to be. To find the boys and girls of marked ability who ought to be in college but who are not, and to make it possible for them to get into college, is a far more important consideration than the weeding out of the unfit, important as that may be. Should deductions and additions be made, the total number of students in institutions of higher learning would not be materially changed.

Within ten years or so the total student enrolment will exceed 1,000,000. This will mean an average enrolment of over 1250 for each institution.

Of this enrolment of 1,000,000, if matters proceed as they are going now, about 125,000 of this number will be cared for in the institutions which will be in possession of one-half of the total college and university endowment funds in the United States. The remaining 875,000 will be cared for on the other half of the total endowment funds. And one-half of this one-half will be in the possession of about 150 institutions, including the state universities. The other half of this one-half of the total endowment funds will have to care for the balance.

Should three-fourths of the money given for endowments be spent on one-fourth of the total number of students enrolled? Or, should there be a fairer division? A fairer division can only be brought about by adding substantially to the endowments of the small colleges. It is not a matter of taking from those who have and giving to those who have not. It is a question of giving more abundantly to those institutions which have not sufficient financial resources for the obligations society forces upon them.

If it is important in as small an area as a state to attempt to equalize the advantages of elementary and secondary education, so that all children of that area shall have equal educational opportunities, is it not important also to equalize the advantages of a liberal arts education to the young men and young women of our country, north, south, east, and west, who are entitled to a college education? And where it is evident that the state cannot assume the whole responsibility, is it not incumbent upon men and women of wealth to share this responsibility with the state, and thus lend their aid in placing before the youth of the nation equal opportunities in higher education?

No communistic scheme is proposed where all institutions shall share and share alike. There will always be inequalities in endowments, in equipment, and in everything else that enters into the making of a college or of a university. But common justice requires that the small colleges, forced by society to carry such a heavy part of the college and university educational load, should have the resources with which to do their work as society demands, and in the interest of that democracy in education which is the common right of all who may aspire to and who may have a right to a college education.

ALBERT N. WARD

## LOCAL AND CHAPTER NOTES

### THE GEORGE WASHINGTON UNIVERSITY, REORGANIZATION

Formal announcement is made by the George Washington University of its complete educational reorganization.

Four measures have been adopted in effecting the program:

1. The establishment of a junior college to care for the first two college years, underlying the senior college and all of the professional schools.

2. The reorganization of Columbian College, the college of letters and sciences of the George Washington University, as a senior college, embracing the junior year, the senior year and one year of graduate study, leading to the baccalaureate and the master's degrees.

3. The creation within the senior college of divisions of study under which the curriculum departments are grouped in accordance with their content affinity, thus establishing the cooperation of faculty members in related studies, placing educational control in the hands of the faculty and bringing the student in contact with fields of learning rather than with isolated courses.

4. Adoption of an individual study plan which permits a closer and more personal relationship between instructors and students who are qualified to profit by exemption from formal class requirements.

A divisional organization which places the faculty in control of instruction and interprets the office of dean as that of a student personnel officer has been adopted.

Four divisions of study have been established—languages and literatures, mathematics and the physical sciences, the natural sciences, and the social sciences. The grouping of curriculum departments under these divisions is based upon such factors as the relationship of content, the interrelation of methods and of prerequisites, and similarity of background and viewpoint.

With the organization of Columbian College as the senior college, the work for the master's degree has been separated from that for the Ph.D. degree and placed under control of the senior college. This policy recognizes that the work for the master's degree is more closely allied to the course system of instruction than to the research method.

Within the senior college provision for the discovery and development of creative ability has been provided for through the adoption of an independent study plan. Under this plan a student of demonstrated capacity with special interest in a course may be permitted to undertake independent study under the personal direction of the instructor and freed from formal class requirements.

The junior college cares for the work of the freshman and sophomore years, prepares for the senior college and the professional schools, and provides also general education for those who do not look forward to four years of college.

#### HARVARD UNIVERSITY, INCREASE OF SALARIES

The increase of salaries at Harvard has no doubt been favorably received by the immediate beneficiaries and their families, and has been favorably commented on by friends of the University, but its larger importance must not be lost sight of. It is peculiarly fortunate that it should come at just this time, when the notable expansion of the physical plant might otherwise create a false impression of the scale of values adopted at Harvard. There can now be no doubt in anyone's mind that the authorities of the University set the quality of its Faculty above the quantity of its buildings. And if this preference of men to bricks and mortar is important for Harvard it is important for higher education throughout the country. For the example of Harvard cannot fail to encourage a similar policy elsewhere, and so to raise the standard of the teaching profession generally. Nor is the significance of the step limited to the field of education. It is an expression of the esteem in which scholarship and letters are held by the American public, and answers in concrete and unmistakable terms the charge that Americans in their mad pursuit of material gain have forgotten the things of the spirit.

Higher salaries at Harvard will promote the well-being and usefulness of its teachers. It will enhance the desirability of a post at Harvard, and make it possible both to keep illustrious men and to attract their like from elsewhere. Primarily, however, it is not a question of rivalry between Harvard and her sister-institutions, but of rivalry between the profession of college teaching and other occupations. It is quite true that no man enters this profession for purely financial reasons. There are, no doubt, other and more intangible inducements which affect his choice. But here, as else-

where, man's motives are mixed, and it cannot be denied that both teaching and research in America have suffered in the past from the attraction of more lucrative opportunities in other callings. It is reasonable to hope that an increase of salary standards will draw vigorous, ambitious, and highly endowed young men who have hitherto preferred business or law.

It is to be noted that Harvard has increased its salary scale. It is comparatively easy and comparatively unimportant to pay higher salaries to a few exceptional individuals at the top, under the exigencies of competition. Men of all ranks will benefit by the Harvard increase. It is now a well-established tradition at Harvard both that a given rank shall carry with it a specific range of salary, and that the younger men shall participate in every improvement of conditions. To have increased the entire salary scale of members of the Faculty of Arts and Sciences is a remarkable achievement, as it is a form of benefaction for which it is difficult to obtain money, since it builds no visible monuments and immortalizes no name.

Harvard University has increased the salaries of the members of the Faculty of Arts and Sciences. The new scale, which went into effect at the beginning of the current academic year, is as follows: Professors, \$8000 to \$12000; associate professors, \$6000 to \$7000; assistant professors, \$4000 to \$5500; instructors, maximum \$3000. It is stated that the advance in salaries was made possible by adjustments worked out under the budget system of the University.

*Harvard Alumni Bulletin*, vol. xxxiii, no. 4

#### UNIVERSITY OF MINNESOTA, ALL-UNIVERSITY CURRICULUM

Appointment by President Coffman of a general committee to supervise the new all-university curriculum sets in motion a plan under which students selected by that committee may study the things they want, wherever they find them.

The gist of the resolution approving the new idea is a sentence which empowers the committee "to approve modifications of or substitutions in individual students' curricula with the provision that the modifications or substitutions thus authorized shall be accepted for credit toward degrees."

This makes the committee an instrument for clearing the track in the interests of the ablest students and a court of appeals in cases where college restrictions seem to be working a hardship.

UNIVERSITY OF MISSISSIPPI, TENURE CONDITIONS<sup>1</sup>

*Association of American Medical Colleges.* At the annual meeting in Denver it was voted to place the School of Medicine in Mississippi on probation for one year. A report of conditions was made to the chancellor with recommendations as to what needed to be done to regain full recognition. This action was taken in order to protect the faculty and students of the Medical School.

*American Society of Civil Engineers.* The Board of Direction of the Society at its meeting in St. Louis, September 29, upon receiving and considering the Report of its Committee on Accredited Schools voted, in view of the summary dismissal of so large a number of the Faculties at the University of Mississippi and the Mississippi Agricultural and Mechanical College, as not to make possible suitable instruction in Engineering, that the Engineering Schools at those institutions shall no longer be considered as accredited schools in Engineering.

"As a corollary, it follows that the student chapters of the Society at those institutions are discontinued until such time as proper educational conditions shall be recognized, after suitable investigation, as having been re-established, and the Schools are declared to be accredited schools in Engineering by the governing authorities of the American Society of Civil Engineers."

*U. S. Department of Agriculture.* The Department was concerned in the Mississippi dismissals on account of federal funds appropriated for Experiment Station and Extension work in agriculture. A representative of the Department visited the Governor who subsequently withdrew the name of his original appointee for Director of Extension and made a nomination acceptable to the Department. For Director of the Experiment Station the Department suggested a substitute for the appointee of the Governor, and the substitution was made. The stand taken by the Department is believed to have discouraged other contemplated dismissals in the Agricultural and Mechanical College.

*Association of American Universities.* At its session of October 25 at Berkeley (see page 579) it was Resolved that the University of Mississippi be stricken from the list of universities and colleges approved by the association. This action is recommended in view of the insecurity of tenure of members of the staff of that institution, which has been made fully evident by the arbitrary dismissal of a

<sup>1</sup> See statement in November *Bulletin*



very large proportion of the faculty. The chairman of the committee on the classification of universities and colleges of this association has sought information from the new chancellor of the University of Mississippi with unsatisfactory results.

*American Chemical Society.* The following action is reported: The Division of Chemical Education, American Chemical Society, expresses its vigorous protest against the summary dismissal in June of this year of members of the faculty of state supported schools in Mississippi, without charges being preferred or reasons publicly assigned.

This action has aroused indignant opposition within the state, as expressed by educational leaders and by the press. We wish to add our protest to theirs. Further, we caution members of this Division against accepting positions in these institutions, until steps have been taken to prevent a recurrence of this unfortunate situation. We wish also to raise the question of the acceptance in the future of transfer credit from these institutions unless this condition is corrected.

*Southern Association of Colleges and Secondary Schools.* Press reports indicate that this association at its December meeting has suspended the four state institutions from membership as an expression of "our disapproval of political interference with state-owned schools."

#### OBERLIN COLLEGE, HONOR SYSTEM

A committee representing the faculty and students under the Chairmanship of President Wilkins was appointed in October, 1929. Its report contains the text of the present System, a history of the Oberlin Honor System, concluding with the statement: "Throughout the history of the Honor System in Oberlin the System appears to have been conceived mainly as a matter of judicial procedure in the cases of persons reported as cheating. There is very little evidence of work done to create among students a general understanding and support of the honor principle and the Honor System; and there is very little evidence that the System was a thing which commanded their active cooperation." Part three deals with Honor Systems and Proctor Systems elsewhere based on a study of thirty representative institutions, for each of which, without identification, a brief analysis of good points and bad points is given. The general summary of this analysis lists as good points of the Honor System in general, efficient

checking of dishonest work in examinations and other work, development of a spirit of honor, acceptance of responsibility by older students for the welfare of the younger, stimulation of group consciousness, friendly faculty-student relations, character building, good citizenship; bad points are inefficiency of Student Honor Court as a judicial body on account of inexperience, prejudice against reporting others, and lack of courage when prominent students are involved, undue sacrifice of time, choice of student agents neither interested nor qualified. "The good points are secured when those administering the systems do not center their attention on the legal functions of the court but rather put their time and thought into the creating of a strong public sentiment against dishonest work and into promoting general acceptance of the Honor Code of the system." This is followed by an enumeration of the essential features of a successful Honor System and a discussion of the Proctor System in several institutions. Part four deals with the Honor System and the Proctor System in Oberlin opinion. The general summary shows that about 90 per cent of the students are in favor of an Honor System. Part five contains a brief bibliography and part six the recommendations as follows:

"A. Honor System Recommended. Having in mind the great values of the Honor System as summarized above, the Committee recommends its continuance. Recognizing defects in our present System, and difficulties existing in most Honor Systems, the Committee further makes several specific recommendations for the correction and improvement of our System.

"B. Functions to be Educational, Preventive, and Remedial, as well as Judicial. Our present system, like many other Honor Systems, has been primarily, indeed almost exclusively, judicial, both in theory and in practice. This we believe to be quite wrong.

"In the first place, we believe that the primary task of those to whose immediate direction the Honor System is committed should be educational: that is, that they should use every effort—and many specific efforts are possible—to give to the student body, and in particular to each year's entering freshmen, both a willingness and a desire to participate in and to maintain an honor spirit, and a complete understanding of the principles and operation of the Honor System.

"In the second place, we believe that a very important phase of the work is the prevention of conditions of any sort which are con-

ducive to cheating. Such conditions are, for instance, misunderstanding between an instructor and his students as to what constitutes cheating in a certain type of work; or crowded seating in examination rooms.

"In the third place, we take the position that, broadly speaking, the problem created by an instance of cheating is not primarily a problem of punishment, but is rather a remedial problem. The student who has cheated has a wrong slant and a bad start; the main thing to do is to complete the educational process in his particular case. This is of course particularly true in the case of a first offense.

"The necessity for the exercise of the judicial function of course remains; but we believe that the exercise of that function against the background of educational, preventive, and remedial purpose will lead to improvement in the judicial function itself.

"C. Honor Committee in Place of Honor Courts. If the Honor System is to be administered in the spirit and on the plan above suggested, those in charge of it should be designated as members of an Honor Committee rather than as members of Honor Courts. This Committee should have co-chairmen, one a man and one a woman.

"D. Scope. If the Honor System is to be administered in the spirit and on the plan above suggested, it should include not only examinations and tests, but—as is indeed the present intention—all other assigned work which the instructor designates as coming under the Honor System.

"We recommend that next year's Honor Committee, with faculty assistance, try to make a classification of the various types of assigned work, and prepare recommendations regarding the relation of each type to the Honor System.

"E. Procedure of Committee. When investigations of individual cases become necessary the Honor Committee would naturally split into respective men's and women's committees.

"In the case of a first offense the main effort of the Committee should be to help the offender toward a better understanding of the value of honesty, and of its place in the life of Oberlin. If a penalty is assigned, it should not ordinarily exceed the loss of credit for the course concerned.

"In the case of a second offense, while the remedial purpose should not be disregarded, the penalty should be substantial, and should ordinarily, though not necessarily, be a recommendation to the faculty for suspension.

"The Committee should have the right to delegate part or all of its treatment of a case to an individual (who may or may not be a member of the Committee) or to a group, such as a house group.

"In every case inquiry should be made into the causes of the cheating; and if the cheating was partly due to or encouraged by poor conditions of any sort, the Committee should take steps to bring about rectification of those conditions for the general benefit.

"F. Student Cooperation. The maintenance of the honor spirit in Oberlin is a matter in which the cooperation of the entire student body is needed. The success of the Honor System depends primarily upon the extent and the heartiness of student support. The following paragraphs indicate the specific ways in which students should be expected to cooperate with the Honor Committee.

"Every student who knows of the existence of conditions conducive to cheating, or conducive to misunderstanding as to what constitutes cheating, should bring such conditions to the attention of the Honor Committee.

"In view of the fact that the general spirit and procedure of the Honor System are to be of the sort above proposed, and in particular view of the fact that in the case of a first offense the attitude of the Honor Committee is to be primarily remedial, the penalty, if any, being relatively light, we believe that students in general should be willing to cooperate, for the benefit of the offender himself and for the general benefit by reporting cases of cheating to a member of the Honor Committee. We therefore recommend this as the normal student procedure, particularly in view of the fact that consistency in treatment can best be obtained in this way; and we feel that under the new order of things no stigma can reasonably rest upon a person so reporting.

"We recognize the fact, however, that there are instances in which an offense of this sort may be dealt with effectively by direct talk between the observer and the offender; and that there are instances in which such offenses may be dealt with effectively through the pressure and the help of a small group, as, for instance, a house group.

"If a case is so handled, it is highly desirable that the facts be reported (without the name of the offender) to the Honor Committee in order that the records of the Committee may be as complete as possible, for the sake of gathering data which will help in future actions.

"If any individual or group preferring to act directly desires advice

of the Committee before so acting, the Committee should gladly give such advice.

"We therefore recommend that the form of expected student co-operation in a case of observed cheating be, under the new plan, as follows:

"A student who observes cheating is expected, for the good of the offender, and for the general good, so to act that the wrongness of the offense will be impressed upon the offender, and that the probability of the repetition of the offense will be removed.

"Ordinarily this will mean that a student who observes cheating should report the facts in the case to a member of the Honor Committee. If, however, he is confident that he can act effectively through direct talk, or through a house group, or through some small group, it is all right for him to do so. He should not follow this alternative, however, unless his reasons for preferring this to the normal course of action are very strong. If he does follow this alternative, it is highly desirable that he should report the facts in the case without the name of the offender to the Honor Committee.

"G. Faculty Cooperation. The specific procedure involved on the part of a faculty member is that, as at present, he leave the examination room in the case of a test of an hour or more, after having given out the examination and remained long enough to answer questions.

"It is much to be desired that the faculty cooperate with the Honor Committee in its educational and preventive activities; and that any members of the faculty called upon to give remedial help in individual cases, or to help in any other way, should do so.

"In case a faculty member has knowledge of an instance of dishonesty on the part of a student, his position is essentially the same as that of a student, observing dishonesty, as stated in Section F. That is to say, he should normally report the facts to a member of the Honor Committee; but if he has very strong reasons for believing that he can handle the case effectively otherwise, he is free to do so—in which case it is highly desirable that he should report the facts (without the name of the student) to the Honor Committee.

"H. Right of Appeal. We recommend that any student whose case has been handled by an individual (student or faculty member) or a group, and who is dissatisfied with the treatment he has received should have the right of appeal to the Honor Committee.

"I. Discontinuance of the Honor Pledge. We recommend the discontinuance of the Honor Pledge."

Part seven is the Honor System Charter based on the preceeding. Copies of the report may be obtained from the College.

#### OHIO STATE UNIVERSITY, ADULT EDUCATION

Following up preliminary investigations made in the field of "continued education" among the alumni, Ohio State University has recently begun a more scientific effort to get further information as to the possibilities in this field. The new study has been undertaken by the department of adult education, with the aid of the Ohio State University Association. It has been made possible by means of a grant of \$2500 by the Carnegie Corporation.

The discussion groups among the alumni were found to be successful and will be continued. They consisted of the reading and discussion, with the assistance of a local leader, of program papers prepared by members of the faculty. At the present time the following program papers are available for local groups and will be augmented by others in political science, horticulture, and other topics which are now being prepared through the courtesy of interested faculty members: "Modern Art," by Professor James R. Hopkins, of the department of fine arts; "Marriage Today," by Professor F. E. Lumley, of the department of sociology; "Modern Philosophy," by Professor Albert E. Avey, of the department of philosophy; and "What is Personnel Work?" by Dr. W. H. Cowley of the Bureau of Educational Research.

The Alumni Education Day sessions in the spring were attended by several hundred people including leaders of local alumni associations, alumni and administrative officials of other universities.



## MEMBERSHIP

### ACTIVE MEMBERS ELECTED

The Committee on Admission announces the election of four hundred and six active and one hundred and fifteen junior members, as follows:

**Adelphi College**, Chester L. Barrows, Lawrence H. Dalman, Senistiva V. Esteva, Courtney R. Hall, Elizabeth Hastie, Katherine E. Jessup, Carl E. Purinton, Annie L. Whitehurst; **Agnes Scott College**, Augusta Skeen; **Womans' College of Alabama**, T. H. Schutte; **American University**, Harold Golder; **Amherst College**, George B. Funnell, Edwin L. Marvin, George R. Taylor, Fred K. Turgeon; **Antioch College**, Lucile Marine, Hilda P. Mayer; **University of Arizona**, Stanley P. Clark, Hubert B. Hinds, Stella Mather; **University of Arkansas**, Guerdon D. Nichols; **Ashland College**, Loren T. Black; **Baylor College**, Marjorie Mullins; **Birmingham-Southern College**, Douglas L. Hunt, W. A. Whiting; **Bowdoin College**, Paul Nixon; **Brooklyn Polytechnic Institute**, Robin Beach, George S. Collins, Irving W. Fay, Irwin H. Fenn, Parke B. Fraim, Wm. H. Gardner, Harry P. Hammond; **Brown University**, Dean S. Fansler; **Bryn Mawr College**, Robert E. Turner; **University of Buffalo**, M. A. Brumbaugh, Marc Denkinger, Donald M. Kumro; **California Institute of Technology**, W. Howard Clapp, Robert L. Daugherty, Paul S. Epstein, Wm. N. Lacey, Graham A. Laing, George R. MacMinn, R. R. Martel, A. D. Michal, Royal W. Sorensen, Carl C. Thomas, Franklin Thomas, S. Harrison Thomson, Ray E. Untereiner, Luther E. Wear; **Capital University**, W. O. Doescher; **Carroll College**, Annabel M. Hutton, Lillian L. Steckman; **Catawba College**, Cora E. Gray, Raymond Jenkins, G. G. Ramsey, Carlton C. Rice; **Catholic University of America**, F. Leo Talbott; **University of Cincinnati**, Walter L. Collins; **Claremont Colleges**, Leon Howard; **Coe College**, Vincent H. Ogburn; **Colgate University**, Howard B. Jefferson, Carl W. Munshower, Towner B. Root; **Colorado Agricultural College**, Wesley E. Pyke; **Colorado College**, E. C. Wilm; **Converse College**, A. C. Fleshman, James Kerr, Weldon T. Myers, R. W. Porter, Wilson P. Price; **Cornell University**, Leaman A. Dye; **Davidson College**, Wm. P. Cumming, James M. Douglas, John P. Williams; **De Pauw University**, Wm. Clarke Arnold; **College of the City of Detroit**, Thelma

G. James, Chester F. Kuhn, Edward C. Van Horne; **Drury College**, Frederic Fadner, Lewis E. Meador, Albert L. Weiser; **Duke University**, Luther M. Dimmitt, F. G. Hall, Loring B. Walton, C. E. Ward; **Earlham College**, Harry N. Wright; **Emory University**, George T. Lewis; **Fairmont State Normal School**, I. F. Boughter, Vivian R. Boughter, Cleo D. Haught, C. A. Lindley, Frank S. White; **Florida State College for Women**, Grace Greenwood; **Furman University**, George A. Buist, H. T. Cox; **Geneva College**, Philip L. Coon, A. C. Edgecombe, James A. Newpher, Rudolph Peterson, J. C. Twinem; **Georgia School of Technology**, C. A. Jones; **Goucher College**, Mildred D. Dorcus; **Guilford College**, Samuel L. Haworth, Max Noah; **Hamilton College**, Horace S. Brown, Earl O. Butcher, Walter H. C. Laves, Boyd C. Patterson, Francis L. Patton, Robert B. Rudd, A. P. Saunders, Wm. P. Shepard, Ralph C. Super; **Hanover College**, Jean Anderson, Frank O. Ballard, R. H. Fitzgibbon, Ned Guthrie, Joseph L. Hyatt, E. J. James, G. T. Wickwire; **Harvard University**, Albert S. Coolidge, Franklin E. Folts, J. Anton de Haas, Nathan Isaacs; **Haverford College**, H. Tatnall Brown, Jr.; **Illinois State Normal University**, John Kinneman; **Northern Illinois State Teachers College**, Maurine Bradley, Howard W. Gould, Milo L. Whittaker; **Southern Illinois State Normal University**, J. W. Neckers, Esther M. Power; **University of Illinois**, Elmer A. Culler, Sybil Woodruff; **Indiana University**, R. Carlyle Buley, W. W. Patty, James H. Pitman, George W. Starr; **Iowa State College**, W. E. Loomis; **University of Iowa**, B. Shimek, Ellen Thornburgh; **Johns Hopkins University**, George H. Evans, H. C. Tidwell; **Kansas State Agricultural College**, Katharine M. Bower, Louis H. Limper; **University of Kentucky**, Alfred Brauer, Gertrude E. Wade; **Knox College**, Charles J. Adamec; **Lafayette College**, Walter E. Boettcher; **Lawrence College**, Dorothy Bethurum; **Lehigh University**, Max Meenes; **Lenoir-Rhyne College**, Henry O. Anderson, Louis F. Hackemann, Albert Keiser, Wade H. Stemple; **Limestone College**, S. A. Small; **Louisiana State University**, Herman L. Smith; **Marshall College**, Carl G. Campbell, Lawrence J. Corbly, John T. Ganoe, Frank A. Gilbert, A. R. Halley, R. J. Largent, Alfred T. Navarre; **Massachusetts Institute of Technology**, K. D. Fernstrom, F. Alexander Magoun, Penfield Roberts; **Miami University**, J. E. Collins, Clarence W. Kreger; **Michigan State Normal College**, Carl M. Erikson; **University of Michigan**, George B. Brigham, Stuart A. Courtis, Amos R. Morris; **Mills College**, Howard H.

Brinton, Philip W. Buck, Francis H. Herrick, Neva Service, Eleanor J. Shirrell, Marian L. Stebbins; **Milwaukee-Downer College**, Amelia C. Ford; **University of Minnesota**, John P. Turner; **Mississippi Agricultural and Mechanical College**, Frederick D. Mellen; **Missouri State Teachers College (Southwest)**, Mary A. Woods; **University of Missouri**, David F. Ash, Walter Burr, D. S. Conley, G. Kenneth Coonse, F. E. Dexheimer, Lillian M. Funk, Guy V. Head, Kenneth E. Hudson, Willoughby H. Johnson, Mona J. Kelley, Lura Lewis, Malcolm L. MacLeod, Glenn A. McCleary, A. E. Murneek, Elsa Nagel, Irl T. Scott, James T. Sleeper, George H. Smith, Dan G. Stine, H. G. Swartwout, E. H. Weatherly; **Missouri Valley College**, Rodger F. Gephart; **University of Montana**, Rufus A. Coleman; **Muskingum College**, R. W. Ogan; **Nebraska Wesleyan University**, Ethel Booth, May Hopper; **University of New Mexico**, Charles A. Barnhart, Francis Medford Denton; **New York University**, Lyman R. Bradley, Douglas Fryer; Ray W. Irwin, Dudley F. McCollum, Andrew T. Wylie; **North Dakota Agricultural College**, E. J. Thompson; **Northwestern University**, Donald S. Parks; **Ohio University**, Henry J. Jeddelloh; **Ohio State University**, Harold R. Walley; **Ohio Wesleyan University**, Wm. M. Strachan; **Oklahoma Agricultural and Mechanical College**, E. M. Day, Blaine M. De Lancey, Frank M. Durbin, Orville Schultz, Walter F. Urbach; **University of Oklahoma**, Joseph H. Rhoads; **Oregon State Agricultural College**, Kenneth Gordon, Agnes M. Kolshorn, Sigurd H. Peterson, Edwin E. Wilson; **University of Oregon**, Louis P. Artau, Lawrence K. Shumaker, Ernestine A. Troemel; **Pennsylvania College for Women**, Anna R. Whiting; **Pennsylvania State College**, George F. Mitch; **University of Pennsylvania**, Wm. R. Amberson, Charles C. Rohlfing; **University of Pittsburgh**, Wm. George Crouch, Hugh M. Fletcher, C. W. Sargent, Kendall S. Tesh, M. H. Trytten, E. D. Wells; **University of Porto Rico**, George F. Anton, Jos. H. Axtmayer, Henry T. Cowles, A. F. Grundler-Gobis, Stuart T. Danforth, Alberto Hernandez, Luis A. Izquierdo, R. G. Wagner, Owen S. White, Jean S. Whittemore, Elsie M. Willsey; **Princeton University**, Robert R. Cawley; **Purdue University**, Sherman D. Chambers, Richard G. Dukes, H. F. Girvin; **University of Redlands**, L. E. Mitchell; **Rollins College**, Winslow S. Anderson, Bernice Shor; **Rutgers University**, Anna M. Campbell, Rex B. Cunliffe, Evelyn J. Hawkes; **St. John's College**, Theodore M.

Hatfield, Joseph B. Kingsbury; **St. Lawrence University**, Freeman F. Burr, Lewis T. Cook, Wm. G. Houk, R. L. Power, Ward C. Priest, John F. Smith, Fred W. Storrs; **St. Stephen's College**, Carl L. Lokke; **Salem College**, Charles H. Higgins; **Skidmore College**, Frances L. Kline, Mark Mohler, Helen A. Mowry; **Smith College**, Louis C. Hunter, E. Frances Stilwell; **University of Southern California**, Thos. T. Eyre, Willard S. Ford, John F. Griffiths, Lester B. Rogers, Clinton H. Thienes, Maurice B. Visscher; **South Dakota State College**, W. H. Saathoff; **Southwestern (Tennessee)**, Francis C. Huber, James B. Lackey, P. N. Rhodes, W. O. Shewmaker; **Stanford University**, John C. Almack, Margery Bailey, Harold Benjamin, Buford O. Brown, Walter H. Brown, Harry Clark, Walter C. Eells, Paul R. Farnsworth, Bernard F. Haley, Harold Hotelling, Royce R. Long, August C. Mahr, Walter R. Miles, Wm. M. Proctor, Hubert G. Schenck, Edwin W. Schultz, Wm. L. Schwartz, Lewis M. Terman, David L. Webster; **Stephen F. Austin State Teachers College**, Wm. T. Chambers, Wm. R. Davis, A. L. Long, Harmon L. Lowman, R. L. Turner, R. G. Upton; **Swarthmore College**, Herbert F. Fraser, Michael S. Kovalenko; **Tarkio College**, Wesley R. Long; **Temple University**, Andreas Elviken, G. E. Simpson; **University of Tennessee**, Clarence M. Webster; **Texas Technological College**, R. A. Mills, Carl L. Svensen; **West Texas State Teachers College**, Leland S. Baker, Albert Barnett, S. H. Condron, Harris M. Cook, J. L. Duflot, Thos. B. McCarter, Grant McColley, Chester A. Pierle, F. E. Savage, L. F. Sheffy; **Tulane University**, H. Milton Colvin, Harold Cummins, Roberta Hafkesbring, H. S. Mayerson; **Union College**, Bertrand M. Wainger; **Vanderbilt University**, George R. Gage, Paul T. Manchester, Wilson L. Miser, C. A. Rochedieu, Frederick L. Santee, Francis G. Slack; **University of Vermont**, Florence E. Bailey, Alice E. Blundell, Grace Burwash, Gennette C. Davis, Melvin H. Laatsch; **State College of Washington**, Dorothy Dakin, Helen G. Smith, J. R. Vatnsdal, W. H. Veatch; **University of Washington**, Edith Dobie; **Washington University**, Wm. G. Bowling, James Duffy; **Wells College**, Mary E. Craig, Louise R. Loomis; **Western College for Women**, L. Lucile Morse, Julia E. Rothermel; **Western State Teachers College (Colorado)**, Russell W. Tallman, C. R. Walker; **West Virginia University**, Wm. A. Evans, John Fairfield Sly; **University of Wichita**, Joseph I. Griffith; **College of William and Mary**, Chas. D. Gregory, Wm. W. Merry-

mon, T. J. Stubbs, Jr.; **University of Wisconsin**, Chilton R. Bush, Melissa A. Cilley, Hulet H. Cook, Chas. H. Greenleaf, Wm. R. Kingery, P. E. McNall, E. E. Milligan, Helen M. Patterson, W. A. Sumner, Marguerite Treille, Charlotte R. Wood; **Wittenberg College**, James W. Patton; **Worcester Polytechnic Institute**, Charles J. Adams, Edw. C. Brown, Frederick R. Butler, Harold J. Gay, Calvin Higginbottom, Jerome W. Howe, Carl F. Meyer; **University of Wyoming**, L. R. Kilzer; **Xavier University**, Edward J. Morgan, Joseph Wilczewski.

#### TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

M. M. Bober, Lawrence College  
Julia McG. Brackett, Seton Hill College  
Elmer J. Emig, University of Florida  
W. L. Halstead, Albion College  
Glenn N. Lawritson, North Dakota Agricultural College  
J. W. Morgan, Wittenberg College  
Thomas Pyles, University of Maryland  
Walter F. Taylor, Baylor University  
Dorothy Weeks, Wilson College  
Raymond C. Werner, University of Illinois  
Florence Whyte, State Teachers College (Nebraska)  
Roy C. Woods, Marshall College

#### JUNIOR MEMBERS ELECTED

**Adelphi College**, Doris Anne Bender, Myrtle C. Carroll, Mathilde H. Krenz, Lulu Maynard; **Antioch College**, Walter Kahoe, Frederick D. Peake; **Beloit College**, Oscar K. Dizmang; **Brenau College**, Walter E. Gordon; **University of California (Berkeley)**, Lester Davis, Hattie L. Gordon; **University of California (Los Angeles)**, Joseph Kaplan, Joseph Murdoch; **Carroll College**, Vernon A. Utzinger; **University of Cincinnati**, L. B. Cooper; **The Citadel**, Cecil S. J. Phillips; **Converse College**, Helen I. McCobb, Janet H. Meade, Aline G. Saunders; **Cornell University**, Eliz. L. Hickman; **Duke University**, Furman A. Bridgers; **Fairmont State Normal School**, L. A. Wallman; **Florida State College for Women**, E. Payson Willard, Jr.; **Geneva College**, Ruth A. Firor, L. H. Houtchens, Cornelius A. Tilghman; **George Washington University**, Joseph F. Bober; **Hamilton College**, Lewis H. Gordon, Francis E.



Mineka; **Hanover College**, Russell M. Kutz, Herbert A. Meyer; **Harvard University**, Wm. H. Robson; **Haverford College**, M. Russell Wehr; **Iowa State College**, Louisa L'Engle, Luna M. Lewis, Hedwig Neubert; **University of Iowa**, F. W. Krotzer; **Johns Hopkins University**, Mabel Louisa Walker; **University of Kentucky**, Wilbur A. Heinz, S. H. McGuire, Irwin V. Shannon; **Lenoir-Rhyne College**, Ann L. Hankey, Frederick S. Smith; **University of Michigan**, Carl G. Brandt; **Mills College**, Mary C. Burch; **University of Missouri**, Horace R. Austin, Norman W. Beck, John V. Spielmans; **Mount Holyoke College**, Aline Huke; **Oberlin College**, Robert E. Brown; **Ohio State University**, Miriam L. Wolgamott; **Ohio University**, Frank J. Roos, Jr.; **University of Pennsylvania**, L. Walter Seegers; **University of Pittsburgh**, Maurice Ewing, James McH. Flanagan, Donald T. Jackson, Edgar P. Jones, Sara E. Piel; **University of Porto Rico**, Marcial R. Díaz, Ramón I. Gil, Francisco Ramírez-Silva, Miguel Wiewall, Jr., **Princeton University**, Miles S. Malone; **Rensselaer Polytechnic Institute**, Alton D. Taylor; **Rollins College**, Newell O. Mason; **Rutgers University**, Eileen M. Miller; **St. John's College**, Fred W. Appel; **Shurtleff College**, Homer R. Duffey; **Smith College**; Alexander Mintz; **University of Southern California**, Hans N. von Koerber, Milton Metfessel, Ralph B. Winn; **Stanford University**, Hazel D. Hansen; **Union College**, Harold R. Enslow; **University of Vermont**, H. A. Prentice; **Wake Forest College**, Jasper L. Memory, Jr.; **Washburn College**, Alston S. Householder, Fred R. Niehaus; **Washington College**, J. J. Coop; **State College of Washington**, Oscar E. Briggs, Otto Johnson, Edw. C. Kundert, Harry C. Weller; **West Virginia University**, Paul J. Ovrebo; **University of Wichita**, Hugo Wall; **University of Wisconsin**, Nicholas A. Magaro, Ralph O. Nafziger, Kathrin M. Tufts; **University of Wyoming**, Mary R. Frear; **Junior Members not in university connection**: Wm. E. Armstrong (M.A., Chicago), Ontario, Canada; Francis M. Butts (Ph.D., American), Washington, D. C.; Samuel P. Carden (M.A., George Washington), Washington, D. C.; Isabel Conklin (M.A., Columbia), Princeton, N. J.; Beatrice S. Cosmey (M.A., Columbia), Omaha, Neb.; Laurence M. Dickerson (Ph.D., Virginia), Lebanon, Tenn.; Daniel A. Dollarhide (Cand. Ph.D., American), Washington, D. C.; Rowena Gallaway (M.A., Columbia), Fayetteville, Ark.; Hermance W. Griebisch (M.A., Wisconsin), Godfrey, Ill.; Carmen Haider (Ph.D., Columbia),



Washington, D. C.; Robert J. Kellogg (Ph.D., Cornell University), Lawrence, Kan.; Eulalie Lacaze (M.A., George Washington), Washington, D. C.; Mary J. McCormick (M.A., Catholic University), Mt.-St.-Joseph-on-Ohio, Ohio; George Masselink (M.A., Iowa), Iowa City, Iowa; Virginia Morgan (M.A., Cincinnati), Cincinnati, Ohio; Arthur H. Mountain (M.A., Chicago), New York, N. Y.; Katherine Perry (M.A., Wisconsin), Chicago, Ill.; Barbara Lee Reavis (M.A., Missouri), Tempe, Ariz.; Katherine Reed (Ph.B., Michigan), Chicago, Ill.; Edward A. Richmond (Ph.D., Massachusetts Agricultural), Brockton, Mass.; Alfred Rive (Ph.D., California), New Haven, Conn.; Anna Roth (M.A., Radcliffe), Cambridge, Mass.; Walter I. Smalley (M.A., American), Washington, D. C.; Lionel Summers (LL.B., George Washington), Paris, France; Lewis C. Tidball (Ph.D., University of Washington), Seattle, Wash.; Herbert P. Woodward (Ph.D., Columbia), Newark, N. J.; E. E. Zimmerman (Ph.D., Cornell University), Edgewood, Md.

## NOMINATIONS FOR MEMBERSHIP

The following two hundred and eighty-three nominations for active membership and seventy-nine nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before January 20, 1930.

The Committee on Admissions consists of Frederick Slocum, Wesleyan, Chairman; W. C. Allee, Chicago; A. L. Bouton, New York; E. S. Brightman, Boston; E. C. Hinsdale, Mt. Holyoke; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Charles D. Abbott (English), Colorado  
Alida Alexander (Biology), Illinois Woman's  
Emily Allyn (History), Wilson  
Flora R. Amos (English), Wilson  
A. B. Armstrong (Economics), Trinity University  
B. B. Ashcom (Spanish), City of Detroit  
Frank A. Balyeat (Education), Oklahoma  
Grace Bammel (German), City of Detroit  
Lucy L. Barrangon (Art), Smith  
Florence L. Barrows (Botany), Connecticut  
Ruhl J. Bartlett (History), Tufts  
John N. Bennett (Education), Drury  
John M. Blocher (Chemistry), Baldwin-Wallace  
James C. Bonbright (Business Administration), Columbia  
E. Frances Botsford (Zoology), Connecticut  
Eugene O. Bourgeois (French), Louisiana State  
Edin Brenes (Modern Languages), Purdue  
John C. Brixey (Mathematics), Oklahoma  
C. G. Brouzas (Languages), West Virginia  
Robert A. Budington (Zoology), Oberlin  
Murray Bundy (English), Washington State  
Henry M. Burlage (Pharmacy), Purdue  
Joseph B. Burt (Pharmacy), Nebraska  
Nemours H. Clement (French), Delaware  
M. R. Cobbledick (Economics, Sociology), Connecticut

<sup>1</sup> Nominations should in all cases be presented through the Washington office, 744 Jackson Place, Washington, D. C.

Grace A. Cockroft (History), Skidmore  
J. H. Colebank (Physical Education), Fairmont State Normal  
Antony Constans (Romance Languages), Birmingham-Southern  
W. Henry Cooke (History), Pomona  
Hibbert D. Corey (Business Administration), William and Mary  
Clara W. Crane (English), Smith  
Ernest J. Cullum (Fine Arts), Davidson  
Charles E. Cunningham (History), Delaware  
Garabed K. Daghlilian (Physics), Connecticut  
George M. Darlington (Business Administration), Nebraska  
Roy B. Davis (Chemistry), University of the South  
Graydon S. DeLand (Languages), Colgate  
Carl E. Dent (Sociology), Washington State  
Charles E. Derbyshire (Spanish), Marshall  
Howard P. Doole (Mathematics), Nebraska  
Edwin A. Elliott (Economics), Texas Christian  
James F. Ellis (Social Science), Carson-Newman  
J. O. Ellsworth (Economics), Texas Technological  
Robert V. Finney (Modern Languages), Purdue  
Dora O. Funsten (Dramatic Art), Hillsdale  
J. A. Glaze (Psychology), Texas Christian  
Blanche Goodell (Spanish), City of Detroit  
Walter O. Gordon (Mathematics), Pennsylvania State  
A. K. Griffin (Classics), Dalhousie  
Ralph H. Gundlach (Psychology), University of Washington  
John T. Halsey (Pharmacology), Tulane  
William J. Hammond (History), Texas Christian  
Aida A. Heine (Geology), Smith  
W. F. Helwig (Electrical Engineering), Texas Technological  
Charles W. Henderson (Electrical Engineering), Syracuse  
Grace A. Hill (French), City of Detroit  
Walter J. Homan (Religion), Whittier  
Carl E. Howe (Physics), Oberlin  
Thomas H. Howells (Psychology), Colorado  
Francis R. Iredell (Philosophy), Pomona  
Henrietta C. Jennings (Economics, Sociology), Wilson  
C. Robert Kase (English), Delaware  
Marian E. Knowles (Biology), Skidmore  
H. W. Lawrence (History), Connecticut  
W. James Leach (Zoology), Temple

- Mary E. Lennon (English), City of Detroit  
O. P. Lienau (German), City of Detroit  
Lawrence F. Lindgren (Pathology), Nebraska  
Lawrence C. Lockley (Business Administration), Temple  
John Lord (Government), Texas Christian  
Harry E. Low (Zoology), Nebraska  
Shelby McCloy (History), Duke  
David MacFarlane (History), Southwestern College  
Marion L. MacPhail (French), Hood  
Georgia H. MacPherson (French), Wittenberg  
John W. Manning (Political Science), Kentucky  
Charles H. Meyerholz (Social Science), Pittsburgh  
George K. Morlan (English), Pennsylvania State  
Frank E. Morris (Philosophy), Connecticut  
Wilber I. Newstetter (Education), Western Reserve  
Edwin Nungezer (English), Oklahoma  
Frank L. Oktavec (Physical Education), City of Detroit  
J. Orin Oliphant (History), Antioch  
Alonzo S. Osborn (Music), Skidmore  
Alfred G. Papworth (Zoology), City of Detroit  
Helen J. Peirce (Spanish), Smith  
William P. Pitt (Journalism), Marshall  
Henry A. Pochmann (English), Mississippi  
Lillian Portenier (Psychology), Wyoming  
D. L. Pucci (Spanish), City of Detroit  
Dillwyn F. Ratcliff (Romance Languages), Cincinnati  
J. Willard Ridings (Journalism), Texas Christian  
Henry D. Rinsland (Education), Oklahoma  
C. M. Roberts (Biology), Fairmont State Normal  
Elizabeth F. Rogers (History), Wilson  
Katharine Roy (Home Economics), Skidmore  
Rachel L. Sargent (Classics), Western Reserve  
Ruth L. Saw (Philosophy), Smith  
Richard Scofield (English), St. John's  
John M. Scott (Chemistry), University of the South  
F. M. Shipman (Chemical Engineering), Louisville  
Norma Shiring (Home Economics), Skidmore  
Marion Smith (French), New York State for Teachers  
W. L. Stangel (Animal Husbandry), Texas Technological  
Nathan C. Starr (English), St. John's

Dorothy R. Stewart (Biology), Skidmore  
Ruth Stone (Education), Georgia State for Women  
Margaret Storrs (Philosophy), Smith  
C. B. Swaney (History), State Teachers College (Va.)  
Ida L. Swayne (Chemistry), Colorado  
Alfred B. Thomas (History), Oklahoma  
Roy T. Thompson (English), Southern California  
W. D. Trautman (German), Western Reserve  
Raphael A. Troisi (Zoology), Temple  
Alice Tucker (Music), Georgia State for Women  
Bird M. Turner (Mathematics), West Virginia  
Bertha Uhlemeyer (Zoology), Washington University  
Earl L. Vance (English), Florida State for Women  
B. D. Van Evera (Chemistry), George Washington  
A. Pelzer Wagener (Languages), William and Mary  
Wendell W. Walton (English), City of Detroit  
Raymond L. Welty (History), Texas Christian  
Irene L. Wente (Mathematics), South Dakota State  
J. L. Whitman (Chemistry), Texas Christian  
A. Curtis Wilgus (History), George Washington  
Marion Willoughby (Home Economics), Purdue  
R. N. Wilson (Chemistry), Duke  
Cortlandt van Winkle (English), Smith  
A. J. F. Zieglschmid (German), Iowa

#### NOMINATIONS FOR JUNIOR MEMBERSHIP

Alvida Ahlstrom (French), Wittenberg  
Karl E. Ashburn (Economics), Texas Christian  
Paul D. Bales (Physics), Howard College  
John C. Ballantyne (English), Washington and Jefferson  
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## Appointment Service Announcements

### Vacancies Reported

The appointment service is open to members only. Those interested in particular vacancies listed below may have duplicates of their registration blanks transmitted to appointing officers on request.

All correspondence should be addressed, Appointment Service, A. A. U. P., 744 Jackson Place, Washington, D. C.

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The United States Civil Service Commission announces the following competitive examinations:

Junior Chemist, in the Departmental Service or in the field. The entrance salary is \$2000 a year. Competitors will be rated on general chemistry and elementary physics, and on one or more of the following-named subjects: advanced inorganic chemistry, analytical chemistry, organic chemistry, and physical chemistry. Applicants must have been graduated with a bachelor's degree from a college or university of recognized standing, such degree requiring the completion of at least 118 credit hours, 30 of which must have been in chemistry. Applications must be on file with the U. S. Civil Service Commission at Washington, D. C., not later than January 27, 1931.

Medical Officer, Associate Medical Officer, and Assistant Medical Officer, to fill vacancies in the Departmental Service, Veterans' Bureau, Public Health Service, Indian Service, Coast and Geodetic Survey, and Panama Canal Service. Competitors will not be required to report for examination at any place, but will be rated on their education, training, and experience. Applicants must have been graduated with a degree of M.D. from a medical school of recognized standing. The requirements of additional education and experience vary according to the grade. Information may be obtained from the U. S. Civil Service Commission, Washington, D. C., or from the Secretary of the United States Civil Service Board of Examiners at the Post office or customhouse in any city.

Applications will be rated as received by the U. S. Civil Service Commission at Washington, D. C., until December 30, 1930.

Full information concerning any of the above examinations may be obtained from the United States Civil Service Commission, Washington, D. C., or from the Secretary of the United States Civil Service Board of Examiners at the post office or customhouse in any city.

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English: Professorship in southwestern university, 1931-32. New institution with educational opportunity. \$3000 may be supplemented by Summer Session and Evening School. V 308

Sociology: Professorship in southwestern university, 1931-32. New institution with educational opportunity. \$3000 may be supplemented by Summer Session and Evening School. V 309

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### Teachers Available

(Supplementary)

Economics: M.A., course work completed, residence requirements met for Ph.D. Eight years' college and university experience. Economic Theory, Labor, Public Finance, Economic History, or Corporation Finance. A 85

French: Ph.D. from a prominent Eastern University. Three years' teaching experience at same institution. Two years abroad as traveling Fellow. A 86

Classics, Ancient History, Archaeology: (Woman) Ph.D., six years of college teaching experience and year of study abroad. Would like Associate Professorship or full

Professorship in any of above subjects. Northern college preferred. A 87

History: Instructor, Ph.D., four years of college teaching. European travel. Wish to teach English History and United States Political and Constitutional History. Prefers far West, Middle West, or South. Opportunity for research desired. A 88

Mathematics: Associate Professor, foreign study and Ph.D., University of Chicago (*magna cum laude*) aged 42, wide experience in graduate and undergraduate teaching, research and some direction of research. Visiting Professor in leading summer schools. Seeks professorship preferably with opportunity for research and graduate teaching. A 89

Music: (Woman) Bachelor of Music, more than twenty years' teaching experience in schools and colleges. Glee Club, concert, and church positions. Travel and study abroad. A 90

English: Ph.D., Instructor, four years' college experience. Minor in philology. Prefers good small college in East or Southeast. A 91

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All correspondence should be addressed, Appointment Service, A. A. U. P., 744 Jackson Place, Washington, D. C.

## Association of University Professors

### APPOINTMENT SERVICE

Announcements of vacancies and of teachers available are invited as advertisements in future issues of the *Bulletin*.

Institutions will be indicated by key numbers.

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VOLUME XVI

NUMBER 8

BULLETIN  
OF THE  
AMERICAN ASSOCIATION OF  
UNIVERSITY PROFESSORS

MILITARY TRAINING  
LIBERAL ARTS COLLEGE MOVEMENT  
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DECEMBER, 1930

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This BULLETIN, issued monthly except in June, July, August, and September, contains information in regard to the current work and plans of the American Association of University Professors.

## PUBLICATIONS OF THE ASSOCIATION

(A list of publications prior to 1928 will be sent on application.)

January, 1928, Vol. XIV, No. 1. Constitution; List of Members; Committees.  
February, 1928, Vol. XIV, No. 2. Annual Meeting; Committee Reports; Reports of Officers.

March, 1928, Vol. XIV, No. 3. Presidential Addresses; Foreign Language Study and Requirements.

April, 1928, Vol. XIV, No. 4. Art Instruction in Colleges and Universities; British Degrees for Americans.

May, 1928, Vol. XIV, No. 5. Reviews; Association of American Colleges.

October, 1928, Vol. XIV, No. 6. Annual Meeting; Reviews.

November, 1928, Vol. XIV, No. 7. Annual Meeting; Educational Discussion.

December, 1928, Vol. XIV, No. 8. Appointment Service; Index.

January, 1929, Vol. XV, No. 1. Constitution; List of Members.

February, 1929, Vol. XV, No. 2. Annual Meeting; Organization and Conduct of Local Chapters.

March, 1929, Vol. XV, No. 3. Methods of Appointment and Promotion.

April, 1929, Vol. XV, No. 4. Boston University, Anti-Evolution Laws and Religious Neutrality.

May, 1929, Vol. XV, No. 5. Carnegie Foundation, Incomes and Living Costs.

October, 1929, Vol. XV, No. 6. Academic Freedom and Tenure Statements—Marshall College, Michigan State College.

November, 1929, Vol. XV, No. 7. Oklahoma A. and M. College; California Pension Report.

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